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BULLETIN OF THE
EXTENSION DIVISION
Indiana University

GARY CENTER



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SEP 25 1929
UNIVERSITY OF ILLINOIS

Afternoon and Evening Classes
in
Cultural, Professional, and Business Subjects

Beginning September 23, 1929
FIRST SEMESTER

Office, Seventh and Massachusetts Streets

Gary 6556

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BLOOMINGTON, IND.

No. 12

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29 July 30 Aug 1930

Calendar

FIRST SEMESTER, 1929-30

September 2 to 21

Special registration of students at office, Seventh and Massachusetts Streets.

September 23, Monday

Recitations begin.

January 24, Friday

First semester ends.

SECOND SEMESTER, 1929-30

January 27 to February 1

Special registration of students at office, Seventh and Massachusetts Streets.

February 3, Monday

Second semester begins.

May 23, Friday

Second semester ends.

PLEASE NOTICE RULING ON PAYING FEES. See PAGE 4.

General Information

University Extension is an instrument for carrying to the general public the privilege of a University.

Extension Classes are organized all over the state by the Extension Division of Indiana University for:

1. Persons engaged in business who desire further business training.
2. Teachers and prospective teachers who desire professional training.
3. Persons who desire to complete the requirements for a University degree.
4. Those who wish to pursue subjects of University grade solely for their cultural value.

The Office of the Gary Extension Center is at Seventh and Massachusetts Streets, in the Gary Schools Memorial Auditorium. Telephone: Gary 6556.

The Office Hours are: Monday to Friday, 8:30 a.m. to 5:00 p.m.; Saturday, 8:30 a.m. to 12:00 m.; Monday, Wednesday, and Friday evenings, 7:00 to 8:00 p.m.

Classes Will Meet in the Central Library, the Gary Schools Memorial Auditorium, Jefferson School, and other school centers depending upon required facilities.

Classes Begin Monday, September 23.

Classes are Open to any adult who can pursue the work with profit. University credit, however, is granted only to those who comply with the University entrance conditions. The Division is always ready to certify to any work successfully completed.

Registrations for Classes are received at any time after September 2. After October 12, students are admitted to classes only upon the approval of the instructor. Registration is not complete until the fee for the class has been paid.

Fees are Payable in full at the time of registration. The charge is \$5 per semester hour of credit carried by the course. Students registering for more than one course, however, may pay for one course at registration. The remainder must be paid by November 14.

Registrations are Received only in the office of the Center, where students fill out the proper blanks, pay their fees, and receive the cards admitting them to classes. After October 12, an extra fee of \$1 for late registration is charged.

Consultation on programs of work is offered in the Extension office.

University Credit is given to each student upon the satisfactory completion of a course, provided the student has met all prerequisites, including the entrance requirements of the University.

Class Attendance must be regular. Credit may not be given to any student who has missed as many as three of the class meetings unless arrangements can be made with the instructor for making up the work of the lost meetings.

Visiting Classes at the opening of the semester by prospective students is permitted, provided that no person may attend the same class twice without paying the fee.

An Examination Fee of \$1 is charged students who take examinations at other than the regular times.

Instructors are regular members of the faculties of Indiana University, the University of Chicago, Northwestern University, or specially qualified professional men who have been formally approved as Extension Lecturers by the University.

Classes are Withdrawn in case the registration is deemed insufficient to warrant offering them.

The Maximum Work that may be taken by a student is fifteen hours per semester, the equivalent of full-time University work. Persons employed full time are not encouraged to take more than two courses at a time. An hour or semester hour is the work of a class which meets for a 50-minute period once a week for a semester. The value of the courses described in this bulletin is expressed in terms of semester hours. For graduation, 125 or 126 semester hours are required. Complete requirements for graduation are published in the University Catalog.

Scholarships. Indiana University thru the Gary Center will offer scholarships to students from each department of the three Gary public high schools. The supervisor of each department will coöperate with the Extension office in deciding upon the merits of each applicant. High school seniors should get in touch with their principal and find out the details.

Local Scholarships. The following local scholarships are offered:

Hartman Awards. The Hartman Furniture and Carpet Company offers two Extension scholarships thru the Gary Center of \$50 each, one to a young man and one to a young woman, these to be selected by the Gary Extension Center from the three Gary high schools.

The Blackstone Shop of Gary follows this plan of awards by granting a scholarship of \$50 to a young woman graduating from one of the three Gary high schools.

Miller's Toggery provides an award of \$50 for a young man graduate of a Gary high school who has excelled in scholarship.

Applications for scholarships are receivable upon the publication of this bulletin. Awards of all scholarships will be made before September 23, preferably in August.

The amounts of the scholarships specified above represent the average fees reequiired for the ordinary Extension schedule but provisions can be made for additional hours should the winner of a scholarship desire to carry the work.

One-Half of the University Course may be completed thru extension courses, but Bachelor's degrees are given only to those whose last year's work is done in residence at Bloomington.

Correspondence Courses, offered by the University, may be carried to supplement class work in the Gary Center. See page 23 of this bulletin.

Purdue University Accepts for credit on the engineering curriculum certain courses offered in the Gary Center. For information students should confer with the officer in charge of the Center.

The Transfer of Extension Credits from Indiana University should be discussed with the major department of the school in which the student expects to use such credit.

Courses are Described in detail on the following pages.

It is suggested that students make a preliminary enrollment for their desired courses at once. A personal conference or a letter stating contemplated courses will help in making the courses a greater success.

Description of Courses

The following descriptions cover courses which carry credit toward a degree. The credit courses are practically identical with those offered in residence at the University. A student who receives credit for an extension course is not permitted to take the same or similar course in residence and receive credit for both.

The letter E, which appears with each course number, indicates merely that the course is offered by the Extension Division. The letters *a* and *b* indicate which semester of the year's work is being announced if the course is one which is given thruout the University year.

CHEMISTRY

E101. Inorganic Chemistry. Five hours' credit. Fee \$25.

Lectures, demonstrations, and laboratory work covering the regular introductory course in chemistry. The work deals with the laws and theoretical principles of the subject with specific study of the more common elements and their compounds. This course may be followed the second semester by Course 103, Qualitative Analysis.

COMMERCE

E101a. Principles of Accounting. Part I. Two hours' credit. Fee \$10.

This beginners' course is open to students who have never kept books or studied bookkeeping. The work consists of lectures, discussions, drills, and the keeping of practice sets of books. The student learns to keep a wide variety of books of original entry, to post ledgers, to take off trial balances, simple balance sheets, and operating statements; to open and close simple sets of books, and to adjust partners' capital accounts.

E101b. Principles of Accounting. Part II. Two hours' credit. Fee \$10.
(May be given in the second semester.)

This is a continuation of Course 101a, open also to students who have had one year of high school bookkeeping. A practice set of books is used to develop the art of accounting for an incorporated manufacturing enterprise. An introductory study is made of incorporation, capital stock, bonds, reserves, surpluses, dividends, sinking funds, sinking fund reserves, and interpretation of financial statements.

E102. Advanced Accounting. Two hours' credit. Fee \$10.

An intensive study of certain important problems of accounting such as the form of statements at the end of an accounting period, analysis of statements, the accounting of corporations, controlling accounts, installment sales, agencies and branches, consignments, venture

accounts, and the partnership. Prerequisite for credit students, Commerce 101.

E205. Cost Accounting. Two hours' credit. Fee \$10.

Cost accounting studied from the point of view of method and purpose. Particular attention is paid to the use of cost systems as a means of control. The course embodies all the principal problems of the cost accountant. Prerequisites for credit students, Commerce 101, 102.

E209. Commercial Correspondence. Two hours' credit. Fee \$10.

This course is designed to give one the principles of letter-writing. It is a study of how to write effective letters of different types, special letters adapted to particular persons, letters granting credit, letters refusing or limiting credit, letters for retaining trade, creating goodwill, etc. Prerequisite for credit students, Commerce 101.

E213. Business Organization and Management. Two hours' credit. Fee \$10.

A study of the general principles of organization and administration, ownership, departmentization, location, budgeting, stock control, purchasing, establishing morale. Prerequisites for credit students, Economics E101, Commerce 101.

E260a. Business Law. Two hours' credit. Fee \$10.

A study of the fundamental legal doctrines involved in business. Among other subjects the topics covered are contracts, sales, agency, bailments, negotiable instruments, partnerships, corporations, and common carriers. The course is planned for two semesters, but may be entered at the beginning of either semester.

E260b. Business Law. (Given in the second semester.)

ECONOMICS

EE101a. Political Economy. Two hours' credit. Fee \$10.

This is the first half of a course planned to run thruout the year. No University credit is allowed for either half of the course until both halves have been completed, but either half may be taken first. The course presents the principles underlying business relations and applies these principles to such specific problems as production, consumption, trade, transportation, insurance, and labor problems. A thoro knowledge of these principles is essential to the comprehension of modern political, social, and industrial problems, movements, and measures. The course is therefore prerequisite to University credit in advanced courses in economics and commerce.

EDUCATION

E101. Introduction to Teaching. Three hours' credit. Fee \$15.

An clementary course, designed to acquaint the student with present-day educational problems and the use of the scientific method in their

solution. This course is basic and is required of all elementary school teachers.

E122Ar. Methods in Arithmetic. (Given in the second semester.)

E122Re. Reading and Phonics. Two hours' credit. Fee \$10.

The entire field of methods in teaching reading will be covered. Considerable attention will be given to vocabulary building. Most emphasis will be put on silent reading in relation to proper study habits. Methods of promoting and testing pupils' development in specific reading habits will be demonstrated and studied.

E111. Elementary Educational Psychology. (Given in the second semester.)

E122M.D. Public School Music. Two hours' credit. Fee \$10.

This course is designed for the efficient preparation of teachers in the elementary grades. Methods advocated by the modern educators will be examined. The study of music suitable for the different grades and practice in conducting classes will be given attention. Required on the elementary license.

E211. Advanced Educational Psychology. Three hours' credit. Fee \$15.

The readings, exercises, and problems of the course will aid the teacher in such practical teaching activities as (1) analyzing typical study processes, (2) diagnosing causes of failure in different kinds of school work, (3) planning remedial treatment for specific weaknesses, and (4) arranging conditions most favorable to economical learning. Prerequisite, Psychology 101, or Education 111 or the equivalent of either of them. Required for the high school licenses.

E221. Principles of Instruction and Management. (Given in the second semester.)

E231. Educational Tests in the Elementary School Subjects. Two hours' credit. Fee \$10.

This is a course for elementary school teachers. It is required in the two-years' teacher training course.

E301. Secondary Education. Three hours' credit. Fee \$15.

This course deals with important facts about secondary education that all high school teachers should know. Some of the main topics are: development of secondary education in the United States and Europe, the relation of secondary schools to elementary schools and colleges, qualifications and duties of teachers, character of the high school student body, extra-curricular activities, and the reorganization of the curriculum.

E412. Mental Measurements. Two hours' credit. Fee \$10.

To acquaint one with recent developments in the field of mental tests. The various group and individual intelligence tests are made the basis of this course. The course is of value to teachers especially, to

employment heads, clinicians, anyone having to do with the placing of individuals in proper groups.

ENGLISH

E101a. English Composition. Two hours' credit. Fee \$10.

This course is fundamental and is required of all Freshmen at Indiana University. It gives the student the basic training which enables him to speak and write correctly. While it presupposes a knowledge of grammar, it serves to correct the individual's defects in sentence structure. It emphasizes punctuation, paragraphing, idioms, and the correct use of words. The course is highly practical since it enables the student to speak and write logically and effectively.

E101b. English Composition. (Given in the second semester.)

E102a. Freshman English Literature. Three hours' credit. Fee \$15.

This, the first semester of the regular Freshman course in English literature, involves a study of such types as the essay and the drama. In the second semester, attention will be directed to poetry and prose fiction. This course is prerequisite to all advanced work in English literature and is required of all English majors.

E102b. Freshman English Literature. (Given in the second semester.)

E160a. Public Speaking. Two hours' credit. Fee \$10.

This course is designed for anyone desiring training in the principles of practical public speaking. The work consists of the preparation and delivery of various types of speeches. It helps the student to overcome self-consciousness and embarrassment, and develops his ability to express himself effectively. Emphasis is placed upon the correction of faulty speech habits.

E160b. Public Speaking. (Given in the second semester.)

E250. Twentieth-Century Poetry. Two hours' credit. Fee \$10.

This course is open to anyone interested in the study and appreciation of modern poetry. Open for credit to those who have had English 102 or its equivalent.

E252a. American Literature. Two hours' credit. Fee \$10.

This course is primarily a study of the great writers of America. Historical and philosophical background with biographical material will be presented in class lectures to introduce the American men of letters. Excerpts from their writings will be read and discussed to insure appreciation of their enduring prose and poetry.

E259a. Advanced English Composition. Two hours' credit. Fee \$10

This course is intended for students who are seriously interested in writing and who have had the equivalent of one year's work in English composition. Students are permitted to write upon subjects in which they are interested and will receive criticism in class and in conference with the instructor.

E173. Children's Literature. Two hours' credit. Fee \$10.

This course is a general survey of the literature suitable for the children of elementary and intermediate grades. Of interest especially to teachers and school librarians. Required in the two-years' teacher training course.

FRENCH**E101a. Elementary French.** Five hours' credit. Fee \$25.

A course for beginners which includes the study of grammar, composition, and reading.

E101b. Elementary French, Part II. (Given in the second semester.)**E01a. Conversational French.** Non-credit. Fee \$10 for sixteen weeks.

The purpose of this course is to give one an opportunity to learn the French language without going into the details of French grammar as is done in the regular French course. Grammatical constructions that are necessary to a clear understanding of the language will be made clear.

GEOGRAPHY**E109. University Geography.** Five hours' credit. Fee \$25.

The object of this course is to show the relation of the activities of man to his physical environment. The course includes a discussion of the effects of such factors as location, land forms, bodies of water, soils and minerals, climate. Required for the elementary school license.

HISTORY**E101a. Mediaeval and Modern European History.** Two hours' credit. Fee \$10.

The development of ideas between the fall of the Roman Empire and the French Revolution; the political evolution of the modern European states-system; the unfolding social, economic, cultural, and religious institutions; the basis for an understanding of the contemporary civilization of Europe and America. The first semester covers the period to the Renaissance. Required for a high school license in history and social sciences.

E101b. Mediaeval and Modern European History. (Given in the second semester.)**E105a. American History.** Three hours' credit. Fee \$15.

This is a foundation course in American history from the beginning thru the War of 1812. It will create an appreciation of the sources and development of those ideas and institutions upon which society in the United States rests; it will serve as a basis for more exhaustive study of special times and movements. Required on elementary teacher's license.

E105b or 105t. American History. (Given in the second semester.)

E131a. History of Indiana. Two hours' credit. Fee \$10.

This is a study of the history of Indiana beginning with the early French missionary period, and continuing with the dramatic career of George Rogers Clark, who wrested the Northwest Territory from the English, the division of the Northwest Territory in 1816 when Indiana, with Michigan, Wisconsin, and the adjoining states, became separate identities. The second semester covers the period from 1850 up to the present time.

E132b. Recent American History. Two hours' credit. Fee \$10.

This is a study of the recent movements and issues in American history, including the foreign policy in the Spanish-American War; the new imperialism; administrations of Roosevelt, Taft, and Wilson; domestic and foreign policies of more recent years.

LAW

See Commerce E260 (Business Law).

See History E101a (Mediaeval and Modern European History)

See Political Science E215 (Public International Law), and E218 (Introduction to Constitutional Law).

MATHEMATICS

E102. College Algebra. Three hours' credit. Fee \$15.

The regular Freshman course in algebra. Trigonometry and analytic geometry will be given in the second semester.

E104t. General Mathematics. Three hours' credit. Fee \$15.

This course is required for the elementary school teacher's license. It covers the general principles of the science of mathematics. Prerequisite: One year of high school algebra and plane geometry.

PHYSICAL EDUCATION

E108. The Nature and Practice of Play. Two hours' credit. Fee \$10.

This course is required for the two-years' teacher training course.

POLITICAL SCIENCE

E101t. Community Civics. Three hours' credit. Fee \$15.

This course will deal with the interests, problems, and activities of people in various types of communities—local, state, and national. Such topics as commission government, state and local taxation, government regulation of public utilities, direct primary, initiative, referendum and recall, needed reforms in our state and national governments, the League of Nations, the World Court, the armament question, inter-allied debts, the reparations problem, etc., will be considered. The course is required for the first grade elementary teacher's license.

E215. Public International Law. Two hours' credit. Fee \$10.

E218. Introduction to Constitutional Law. Two hours' credit. Fee \$10.

PSYCHOLOGY

E101. Principles of Psychology. Three hours' credit. Fee \$10.

This course constitutes a survey of the fundamentals of human nature. Beginning with a description of the elemental brain structure, it treats of original instinctive endowments and then proceeds to unfold in detail the steps of mental growth. Special attention is given to the practical problems of everyday life, such as economy in memorizing, concentration of attention, effective reasoning, and regulation of the emotions. This course is recommended as preliminary to all other courses in psychology and philosophy and to commerce and medical students. One semester only.

E148. Industrial Psychology. Two hours' credit. Fee \$10.

A course for business managers, employment officers, and social workers. Considers the problems of psychology as they relate to management.

Advanced Educational Psychology (Education E211). Three hours' credit.
Fee \$15.

SPANISH

E115a. Elementary Spanish. Five hours' credit. Fee \$25.

Spanish grammar, reading, and composition. Those who take this course and Course 115b, the second semester, will have completed a full year's college work in Spanish by the end of the year.

Requirements for Admission to Indiana University

(These requirements apply only to students working toward University credit. Classes in Gary are open to anyone wishing to take them solely for the information to be gained.)

A certificate of graduation from any commissioned high school entitles the student to matriculate in the University and to receive entrance credit for the subjects covered. If the certificate shows that his high school work has included all that is required in the outline given below, he is admitted to full college standing without any entrance examination. The four-years' course is estimated as amounting to a total of sixteen units, which is the minimum requirement for admission to the College of Arts and Sciences. The work represented by these sixteen units is divided into prescribed and elective subjects as follows:

A. Prescribed subjects, 11 units, distributed as follows:

1. English, 3 units.
2. Mathematics, 2 units (algebra, 1 unit; plane geometry, 1 unit).
3. Foreign languages, 2 units in one language.
4. History, 1 unit.
5. Science, 1 unit in one science (general science not accepted).
6. Two additional units selected from the above subjects.

B. Elective subjects, 5 units.

Requirements for Graduation

Graduation from the College of Arts and Sciences. For graduation from the College of Arts and Sciences, students are required to complete a four-years' course of study. The prescribed subjects include:

- A. Four hours of English composition.
- B. One hour of hygiene lectures.
- C. Twenty hours of language.
- D. Twenty hours in a group consisting of mathematics and natural science. Ten hours shall be chosen from each of two different departments, one of which must be the Department of Mathematics, Physics, or Chemistry.
- E. Fourteen hours chosen from certain other groups of subjects. (See University Catalog.)
- F. Four hours of military training or physical education.

Warning. Extension students who have completed as much as thirty hours of University work are warned against taking further courses without consultation with the head of the department in which they are to do their major work.

Grades and Credit Points. Students must have at least 125 or 126 credit hours for graduation, with such grades as to entitle the student to at least 120 credit points. The quality of a student's work is indicated by the following semester grades: namely, A (95 to 100); B (85 to 94); C (75 to 84); D (65 to 74). D minus is the lowest passing grade. The grade letters carry credit points as follows: A, three credit points for each semester hour of credit; B, two credit points; C, one credit point; D, no credit points, but credit.

The B.S. Degree in Education. The requirements for the B.S. degree in Education are somewhat different from those in the College of Arts and Sciences. The chief difference lies in the fact that candidates for the B.S. are not required to take any University work in foreign language or in the mathematics and natural science group. Students desiring the B.S. degree or wishing to take the A.B. degree and at the same time meet the license requirements of the state, should consult the Dean of the School of Education in regard to the planning of a program of study. For further information see the Bulletin of the School of Education.

Graduate Courses

Graduate courses will be organized by the Gary Extension Center if there is sufficient demand for such work.

Persons doing full work as teachers or in business may carry as much as five hours per semester toward the hour requirement of the degrees A.M. and M.S., and count the time spent in such study as one-third of a semester.

All work is subject to the approval of the head of the department in which the degree is to be granted. An application and statement of credentials must be filed at the time of enrollment for graduate courses. This record is kept on file in the office of the Dean of the Graduate School.

A minimum of thirty hours of graduate credit at Indiana University is required for the master's degree. Twenty of that total of thirty hours must be in one department, or in closely allied departments. Ten hours must be distinctly graduate in character.

Graduate work toward the A.M. degree must all be taken from the institution granting the degree. Therefore, it is not transferable from one university to another.

Fees. Experience has proved that graduate extension courses are too expensive to justify charging only the usual undergraduate rate. It has therefore been necessary to increase the fee to \$7.50 a semester hour for graduate credit. This rate will make it possible to offer graduate courses under the most favorable conditions for successful work and to classes enrolling a minimum number of students.

Thesis. A thesis is required in all departments. An oral examination may be required by the major department.

Freshman Course

The requirements of the Freshman course at the University may be substantially fulfilled by one or two years' work in the *afternoon and evening* classes which are held in Gary by the Extension Division of Indiana University.

In the College of Arts and Sciences the prescribed work for Freshmen is:

- I. Two hours per week of English composition (English 101).
- II. Five hours per week in some one foreign language.
- III. (1) Five hours per week in mathematics, physics, or chemistry.
or
(2) Five hours per week in anatomy, astronomy, botany, geology, physiology, or zoölogy.
- IV. Three hours per week of elective work—English, history, or any subject open to Freshmen.
- V. One hour per week in hygiene (one semester).
- VI. Military training or physical education.

The following courses especially arranged for Freshmen will be offered in Gary during the year 1929-30:

- I. English composition (English 101, two hours, required of all Freshmen).
- II. Foreign language (five hours) French or Spanish.
- III. (1) Mathematics (ten hours): Algebra (three hours) and Trigonometry (two hours); Analytical Geometry (five hours), (second semester).
(2) Science (five hours), Chemistry 101; Geology 109.
- IV. Elective (three hours), English Literature, History, or any other subject open to Freshmen.

Upon the completion of such a course a student may enter the University with Sophomore standing. It is possible for one to do practically two years (sixty credit hours) of college work thru the Gary Extension Center.

College Courses for Special Groups

Students who are interested in medicine, law, commerce and finance, or teacher training may do a considerable part of the early work in these courses thru the Gary Extension Center.

SCHOOL OF MEDICINE

Below is the list of courses required of pre-medic students. One must complete two years of required academic work before he can enter the School of Medicine. A total minimum of sixty semester hours is required in all cases without exception. No condition whatever is allowed in minimum total or in required subjects.

Subject	Required Minimum Number of Hours	Number of Hours Offered in Gary
Modern Language	10	10
English	6	4
Chemistry	16	5
Physics	8	.....
Zoölogy	8	.....
Embryology	3	.....
Psychology	3	3
Elective	8	9
Total	62	31

SCHOOL OF LAW

The Two-Years' Pre-Law Course. Students who take only two years of college work for admission to the professional studies of the Law School should select their college subjects with great care to secure a maximum understanding of the social and economic movements of today, and an acquaintance with our history and literature. One subject is required of all, the four semester hours of training in English composition. Choice of the other subjects will vary somewhat with the previous

training and the aptitude of the individual student. An approved outline of the first year's work is as follows:

Subject	Number of Hours Offered at Bloomington	Number of Hours Offered at Gary
First Semester—		
English Composition 101	2	2
Mediaeval and Modern European History, 101	3	3
Language	5	5
Mathematics	5	5
Military Training or Physical Education ..	1	.....
Second Semester—		
English Composition	2	2
Mediaeval and Modern European History	3	3
Language	5	5
Mathematics	5	5
Hygiene	1	.....
Military Training or Physical Education ..	1	.....

SCHOOL OF COMMERCE AND FINANCE

The courses of the School of Commerce and Finance are organized in four groups: the Business Group, the Secretarial-Training Group, Group for Commercial Teachers in High Schools, and the Commerce-Law Group. However, the first year requirements are the same for each group as given in the following table. For the prescribed work in the Sophomore, Junior, and Senior years see the General Catalog of the University.

Subject	Number of Hours Offered at Bloomington	Number of Hours Offered at Gary
First Semester—		
English Composition (Eng. 101a)	2	2
Algebra (Math. 102)	3	3
German, French, Spanish, or Latin	5	5
Elementary Accounting (101a)	2	2
English Literature 103a (Commerce)	3	3
Hygiene	1	.....
Military Training or Physical Education ..	1	.....
Second Semester—		
English Composition (Eng. 101b)	2	2
Mathematical Theory of Investment (Math. 116)	3	.....
German, French, Spanish, or Latin	5	5
Elementary Accounting (101b)	2	2
English Literature (Eng. 103b)	3	3
Military Training or Physical Education ..	1	.....
Total	33	27

TEACHER TRAINING

The Gary Center offers many opportunities for teachers to take courses leading to professional advancement and at the same time counting toward graduation at the University.

Advanced Courses for teachers in service and for administrators are offered each semester. Many individuals are carrying such courses in order to renew licenses, to secure higher licenses, and to earn degrees in the School of Education. Those interested in such work should consult the officers in charge of the Center.

Courses for Prospective Teachers. Graduates of high schools who wish to prepare for the teaching profession and who find it necessary to

remain at home for a year before going away to college can enroll in courses which are offered by the Gary Extension Center and will count on the regular teacher training course.

All of the courses listed below on the primary license curriculum count toward a university degree as well as toward the license.

PRIMARY TEACHER'S LICENSE

First Year

First Semester—	Semester Hours
Introduction to Teaching .....Ed. 101	3
English Literature .....Eng. 102 <i>a</i>	3
General Mathematics .....Math. 104 <i>t</i>	3
English Composition .....Eng. 101 <i>a</i>	2
Public School Music .....Ed. 122M	2
Reading and Phonics (emphasis on primary grade) .....Ed. 122Re.	2
	<hr/> 15
Second Semester—	
Educational Psychology .....Ed. 111	3
English Composition .....Eng. 101 <i>b</i>	2
United States History .....Hist. 105 <i>a</i>	3
Methods in Arithmetic (emphasis on primary grade) .....Ed. 122Ar.	2
Geography .....Geol. 109 <i>a</i>	5
	<hr/> 15

The complete program for the first year can be carried only by students giving practically their entire time to study. Other students may find it advantageous to earn fewer credits in the Gary Center and more in full time residence study at Bloomington. Such students *can elect* any of the above subjects.

The State Department of Public Instruction recommends that teachers in service should not attempt to carry more than six semester hours by extension work.

For complete information on various license requirements consult the Bulletin of the School of Education. Teachers who are in doubt about the courses which they are required to take in order to secure their certificates are advised to write to the Dean of the School of Education, Indiana University, Bloomington.

University General Lecture Courses

At a nominal cost to interested individuals a group University lecture series may be arranged in several fields of thought. National leaders in various fields pass thru Chicago each year. Their services can readily be secured in Gary thru the University Extension Center for varied occasions.

Special lectures, interpretations, and demonstrations may be scheduled in such topics as "Literary Personalities," "Music and Art," "Investment and Attending Problems," and "Educational Trends."

The lecture series are of a popular nature but are systematic in form and are offered by individuals who have had scientific training and extensive experience.

These lectures are provided at a nominal cost to meet a need expressed by the late Charles William Eliot as "What is needed is a continuous education which lasts all thru life."

These are promoted only after sufficient requests come to the University Extension office for them.

Correspondence Courses

Indiana University offers a wide variety of work by correspondence. Many courses for which there is not sufficient demand in Gary to warrant the formation of a class may be obtained by mail from the Bloomington Office of the Extension Division.

Correspondence study has firmly established itself as a valuable method for disseminating culture and information. The credits earned by correspondence are recognized as equal to those acquired by class work.

The COMPLETE HIGH SCHOOL COURSE may now be taken by correspondence either for college entrance or for the state high school equivalency certificate.

Courses of UNIVERSITY grade are offered in the following fields:

Astronomy	Home Economics
Commerce	Hygiene
Comparative Philology	Journalism
Economics	Latin
Education	Mathematics
English Language	Music
English Literature	Philosophy
Fine Arts	Political Science
French	Psychology
Geology	Sociology
German	Spanish
History	

The Division is constantly adding to the list of correspondence courses.

For detailed information, address

INDIANA UNIVERSITY EXTENSION DIVISION,
CORRESPONDENCE STUDY BUREAU,
Bloomington, Indiana.

List of Classes, 1928-29

GARY—

1st Semester—

Political Economy, E101a	Mr. Christenson
Freshman English Composition, 101a	Mr. Hulbert
Freshman English Composition, 101a	Mr. Geist
Business Law, 260a	Mr. Hall
Principles of Accounting, 101a	Mr. Cooper
Inorganic Chemistry, 101a	Mr. Warrum
Freshman English Literature, 102a	Mr. Geist
Recent American History, 132a	Miss Palmer
College Algebra, 102	Mr. Connerly
Advanced Educational Psychology, 211	Mr. Stansbury
Principles of Psychology, 101	Mr. Stansbury
American History, 105a	Miss Palmer
Advanced English Composition, 259a	Mr. Geist
English Characteristics, 272	Mr. Jenkins
Elementary French, 101a	Mr. Hershey

2d Semester—

Political Economy, E101b	Mr. Christenson
Freshman English Composition, 101b	Mr. Hulbert
Freshman English Composition, 101a	Mr. Geist
Freshman English Composition, 101b	Mr. Geist
Business Law, 260b	Mr. Hall
Inorganic Chemistry, 101a	Mr. Warrum
Freshman English Literature, 102b	Mr. Geist
Recent American History, 132b	Miss Palmer
Trigonometry, 103	Mr. Connerly
Advanced English Composition, 259b	Mr. Walleser
American History, 105b	Miss Palmer
Elementary Educational Psychology, 111	Mr. Stansbury
Elementary French, 101b	Mr. Hershey

EAST CHICAGO—

1st Semester—

Freshman English Composition, 101a	Miss Clark
Freshman English Literature, 102a	Miss Clark
American History, 105a	Mr. Strevey
College Algebra, 102	Mr. Breslich

2d Semester—

Freshman English Composition, 101b	Mr. Hulbert
Freshman English Literature, 102b	Mr. Thomas
American History, 105b	Mr. Strevey
Trigonometry, 103	Mr. Connerly

INSTITUTE CLASSES—

Crown Point—

Tests and Measurements, 231	Mr. Wright
Tests and Measurements, 431	Mr. Stansbury
Character Education, 202	Mr. Jones

Valparaiso—

Directed Study, 421	Mr. Weaver
Supervision of High School Instruction, 538	Mr. Carter
Character Education, 202	Mr. Jones

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UNIVERSITY OF ILLINOIS

EVENING CLASSES

at

THE FORT WAYNE EXTENSION CENTER

of

INDIANA UNIVERSITY

CENTRAL HIGH SCHOOL

(Corner Barr and Lewis Streets, Fort Wayne, Indiana)

BEGINNING SEPTEMBER 16, 1929

FORT WAYNE EXTENSION CENTER

114 West Wayne Street

Telephone, Anthony 7452

BULLETIN OF THE EXTENSION DIVISION, INDIANA UNIVERSITY

Entered as second-class mail matter October 15, 1915, at the postoffice at Bloomington, Indiana, under the act of August 24, 1912. Published monthly by Indiana University from the University Office, Bloomington, Indiana.

VOL. XIV

BLOOMINGTON, IND.

No. 11

July, 1929

Calendar

FIRST SEMESTER, 1929-30

September 9 to 14

Special registration of students at
office, 114 West Wayne St.

September 16, Monday

Recitations begin.

December 21 to January 4

Christmas recess.

January 24, Friday

First semester ends.

SECOND SEMESTER, 1929-30

January 27 to February 1

Special registration of students at
office, 114 West Wayne St.

February 3, Monday

Second semester begins.

May 25, Friday

Second semester ends.

WARNING

Extension students are warned not to take more than sixty semester hours of Extension work and expect to have it count toward a degree. Extension students, after they have completed thirty semester hours of work, should consult Extension officials as to the courses they should choose.

Teachers or others working toward certain licenses, or renewal of licenses, or toward an A.B. or B.S. degree, will be required to furnish an official transcript (a one-page sheet with the official seal of the school stamped on it) of all work done at institutions other than Indiana University or one of its extension centers. The Fort Wayne office will not assume responsibility for correctly advising anyone who does not have official transcripts.

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Description of Courses

The following courses are practically identical with courses offered at Indiana University. Look under "Index" for a list of courses. You will find a description, the cost, and the time for meeting of the various courses on the pages indicated.

The hour scheduled below for any one class may be changed if another hour should be more convenient for the majority of those who want the work and for the instructor.

ASTRONOMY

E101a. Descriptive Astronomy. A general non-technical, non-mathematical course. Not offered during 1929-30.

BOTANY

E101a. Elementary Botany. Five hours' credit. Fee \$25. Miss WELCH.

Lectures on Fridays from 4:30 to 5:45 p.m., Room 104, Central high school; laboratory, Saturdays from 8 a.m. to 12, Room 76, South Side high school. First meeting of the class will be at 4:30 p.m. Friday, September 20, 1929.

Purpose Botany E101a constitutes the first half of the introductory course for all students pursuing the subject in the University. It is normally followed by Botany E101b, also a five-hour course. Courses E101a and E101b will count as a year of prescribed science for the A.B. degree in the University.

Contents Botany E101a deals with the general structure and functions of plants. The chief topics will include the following: a typical plant cell; structure and development of leaf, stem, and root, including adaptive modifications of those organs; the entrance of water and solutes into the plant; synthesis of food; the utilization of food; the movement of water and food in the plant; seeds and seedlings; growth and plant responses.

CHEMISTRY

E101. Inorganic Chemistry. Five hours' credit. Fee \$25.

Mr. VOORHEES.

There will be two sections of this class: one meeting at 4:00 p.m., the other at 7:00 p.m., on Mondays and Thursdays, beginning September 16, 1929, Room 332, Central high school.

Purpose The object of this course is to give the fundamental facts and theories of chemistry. The lectures are given in a chemistry laboratory where actual experiments are conducted to

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prove the theories involved. For example, when one is told that if two gases—hydrogen and oxygen—are mixed in certain proportions, water will be produced, this is actually done and the student will see how water is chemically formed.

<i>Contents</i>	<i>A study of</i>
Atoms and molecules	Naming compounds
Physical and chemical changes	Gas laws
Acids, bases, and salts	Acidic and basic oxides
Electrolysis	A study of oxygen, hydrogen, nitrogen, and sulphur
The chlorine family	Carbon compounds
Molar and normal solutions	
Metals	

E103. Qualitative Analysis. This course will be offered in February.

COMMERCE AND FINANCE

The aim of University courses in commerce and finance is to provide a broad training in the fundamental principles of business. A university naturally does not attempt to teach the ever-changing details and technique of various business pursuits. These must be learned thru experience, or, better still, developed along original lines with a knowledge of fundamental principles as a basis. No longer is business run on a haphazard basis. The "hit and miss" plan has proved fatal. A few still try it, but they soon fall by the wayside. Business has grown to be a science, and to be a successful business man one must approach business problems on proved scientific bases.

For other courses on business subjects of interest to students of business, see the following:

Business English .....page 14	General Advertising Principles....page 23
Psychology of Personal Efficiency..page 29	Psychology .....page 29
Sociology .....page 9	Public Speaking .....page 17

E101a. Elementary Accounting (Bookkeeping). Two hours' credit.
Fee \$10. Mr. EYSTER.

This class will meet at 7:00 p.m. on Monday evenings, beginning September 16, 1929, Room 104, Central high school.

Purpose The course in Bookkeeping places special emphasis on the fundamentals of business and business procedure. This course should enable the student to do the regular bookkeeping and accounting work, including the closing of books and the making of financial statements, for any single proprietorship, partnership, or small corporation business.

It gives the beginner a foundation for higher accountancy and enables him to do first-class bookkeeping work. The course serves as an excellent review for those who feel they are lacking in the ability to do constructive bookkeeping work. The emphasis in this course is on the "why" of Bookkeeping rather than the "form" of Bookkeeping.

Contents

(First Semester)

The object of accounting	Journalizing, posting, and drawing off a trial balance
The balance sheet	Special journals
The profit and loss statement	Use of business papers
Relation between items of balance sheet and statement of profit and loss	Interest and discount
Accounts—their construction and interpretation	Depreciation and bad debts
Proprietorship accounts	Accruals and deferred items
Asset and liability accounts	Adjusting entries
Merchandise and expense accounts	The working sheet
The ledger and the trial balance	Closing and post closing entries
Journals	Controlling accounts and subsidiary ledgers
	Columnar journals
	Summary problems and special

(Second Semester)

Classification of assets, liabilities, costs, and income	Partnerships, formation, opening entries, operating, dissolution, accounts with partners, etc.
Records of original entry and the ledger, columnar journals, loose-leaf journals, labor-savers, how adapted to various types of business, etc.	Problems of partnership accounting
Periodic work, certain postings, working papers, statements and reports, closing and post closing entries	Special problems and exercises in the making of statements and closing of books
Summarizing and reporting trade items on a departmental basis	Joint venture
Types of business organization	Consignments
	Special problems in type of business in which each individual student is interested

E102a. Advanced Accounting. Two hours' credit. Fee \$10.

Mr. EYSTER.

This class will meet at 7:00 p.m. on Tuesday evenings, beginning September 17, 1929, Room 110, Central high school.

This course is for those interested in making accounting their profession and for the business executive who appreciates the value of accurate financial data in the formulation of the managerial policies of business. As a prerequisite for this course, at least one year of high school or business college bookkeeping or its equivalent in experience is necessary.

All the work taken up in the lectures and discussions is from the executives' point of view. Each new phase of accounting is treated from the effect it will have on the financial management and control of the business. A study of business failures and how accounting records, if properly kept and interpreted, can furnish financial information and data for the management to prevent financial loss is one of the highly valuable parts of the course. Special emphasis is placed on the analysis and interpretation of financial statements, comparisons, percentages, and ratios. The young man who aspires to an executive position will find this course a very valuable part of his training and qualifications.

*Contents***(First Semester)**

The corporation: its characteristics	Bonds, mortgages, and other long-time liabilities
Proprietorship in the corporation	Manufacturing accounts
Capital stock, classification, how decreased, how increased, interest on, etc.	The balance sheet for the corporation, methods of showing proprietorship, comparative balance sheets, exhibits, schedules
How the corporation is formed and operated	The statement of profit and loss, schedules, condensed statements, analytical statements
Opening entries	The voucher system
Premiums and discount on capital stock	Special problems on the type of business in which each individual student is interested
Changing from a partnership to a corporation	
Accounts and records peculiar to a corporation	
Problems in corporation accounting	
Fixed and intangible assets	

(Second Semester)

Analysis and interpretation of financial statements, basis for interpretation and use of financial statements	The graphical methods of presenting accounting facts
Analysis of the balance sheet items	Appraisals
Analysis of the statement of profit and loss items	Depreciation
Interpretation of the analysis, the value of comparisons	Inventories
Comparison of items on a particular balance sheet, comparison of items on statement of profit and loss, relation of comparative balance sheet to comparative statement of profit and loss	Insolvency and receivership accounting
The use of statistical data, method of determining and showing percentages, method of calculating turnover, etc.	Consolidations
	Systematization
	Mathematical application to accounting
	Reserves and funds
	Budgetary control
	Special problems in type of business in which each individual is interested

E205. Cost Accounting. Three hours' credit. Fee \$15. Mr. EYSTER.

This class will meet at 7:00 p.m. on Wednesday evenings, beginning September 18, 1929, Room 106, Central high school.

Purpose The course in Cost Accounting is intended to give to junior and senior executives in manufacturing enterprises, cost accountants, accounting students of advanced standing, accounting students preparing for public practice, and men of experience in manufacturing a practical knowledge of the theories upon which the procedure of cost accounting is based and experience in the practical application of these theories to present-day manufacturing conditions. The method of development of the subject is that of a discussion of the necessity for cost accounting and of the importance of detailed financial statements, followed by a general view of the subject, after which the details of procedure applicable to all forms of business are worked out. A textbook is used as a basis of class discussion. Many questions from actual manufacturing business are taken up and answered in class. Illustrative problems will be solved and discussed. The problems give practical application of the various principles involved and are designed to serve a twofold purpose by giving practical training in handling cost accounts and financial statements and by developing the analytical abil-

ity necessary to the successful use of cost figures. Special emphasis is placed on the practical applications of the principles of cost accounting, proper cost forms and records, and interpretation of financial statements.

Contents

The meaning, need, and value of cost accounting	Accounting for manufacturing expense
Elements of cost and importance of proper cost bases	Distribution of service department costs
Classifications of cost	Distribution of manufacturing expense to production
Process cost accounting	The cost to make and sell
Specific order cost accounting	Monthly closing entries and preparation of analytical statements
Overhead or burden rates and distribution	Comparative statements
Manufacturing expense theory; use of cost records	Interest on investment
Controlling accounts and perpetual inventories	Graphic charts
Classification of accounts	Relative cost values
Accounting for materials	Types of cost systems
Material storage and consumption	Estimating cost systems
Valuation of materials	Establishment of standard costs
Accounting for labor costs	Uses of standard costs
Special features of accounting for labor costs	Advantages for auditing
	Uniform methods
	Legal aspects of cost accounting

E203¹. Auditing, Part I. Three hours' credit for two semesters. Fee \$12.50 each semester. Mr. BUIST.

This class will meet at 7:30 p.m., on Wednesday evenings, beginning September 18, 1929, in Room 116, Central high school.

Purpose This course is planned to give one a clear idea of the problems of the auditor and how they are solved; to give one a clear idea of the purposes for which accounts and records are audited; classes of audits; qualifications and legal responsibilities of the professional auditor. No attempt will be made to apply the general principles and practices to specific lines of business. If the general principles are thoroly understood, they can readily be adapted to the conditions prevailing in all but a few highly specialized lines, as to which the only difficulty lies in learning the peculiarities of the business and of the accounting system and organization.

Contents

Auditing: purposes of auditing; classes of audits—complete audits; balance sheet audits, qualifications of the professional auditor and his legal responsibility	tions, cost, market value, uncompleted contracts, securities owned, temporary investments; land, buildings, and equipment; intangible capital assets, goodwill, patents
General procedure; distinctive features of balance sheet audits; how to begin an audit	Liability accounts; notes and acceptances payable, trade accounts payable, dividends payable, deferred credits, reserves, losses on claims, on purchases
The original records; audit from the trial balance and from original records; tests; footings; postings; the journal	Operating accounts; examinations in balance sheet audits and in complete audits
Asset accounts; cash on deposit, certificates of deposit, notes of acceptances receivable, procedure in verification, merchandise—physical inventories, valua-	The report: composition, preparation, and rendition

For Whom Accountants, bookkeepers, office managers, stock clerks, bank clerks, executives and their assistants in charge of accounting departments of corporations and private businesses.

How Conducted The instructor meets with the class each Wednesday evening. A textbook will be used to supplement the lectures. Various questions and practical cases illustrating them will be studied in the text; answers and solutions will be handled on separate sheets. By this plan the student gets not only the theory, but the actual working out of the various problems under the guidance of the instructor.

E209. Commercial Correspondence. To be offered in the second semester. Mr. NEFF.

Purpose This course is designed to give the principles of letter-writing; how to write effective letters of different types, special letters adapted to particular persons; how to mold men's minds to your opinion; how to get action, create good-will, retain trade; how to put personality in a letter.

E214a. Sales Management (Salesmanship and Personal Efficiency). Two hours' credit. Fee \$10. Mr. HAZLETT.

This class will meet on Tuesdays at 7:30 p.m. beginning September 17, 1929, in Room 102, Central high school.

Purpose The purpose of the course in salesmanship is to give one an idea of the broad underlying principles of all successful salesmanship. In every human relationship, whether it be social, political, professional, or strictly commercial, the successful men and women are those who are able to persuade others to agree with them, in a high percentage of cases. The art of selling is the art of persuading people to agree with you. Observation and the analysis of human experiences have proved that certain fundamental laws have universal application, and that obedience to these laws insures riches, honor, and happiness. This course aims to assist men and women to become masters in their chosen line of work.

Contents

Salesman's four "I's": integrity, industry, initiative, and intelligence	Different methods of securing prospects
How to develop a pleasing personality	How to approach the customer
The science of judging men	The element of time, place, person, and goods in the sale
Three great mind processes everyone should develop: thinking, remembering, and imagining	The various steps in a sale
The salesman's area: his ability, reliability, endurance, and action	How to handle objections
Writing sales letters	The laws of cause and effect
	How to develop will power
	Keeping oneself sold

For Whom Salesmen and saleswomen (in the store or on the road, specialty or general sales work, sales managers, managers of large and small stores) or anyone wishing to develop his personal efficiency and selling ability.

How Conducted Mr. Hazlett will come directly from Chicago to Fort Wayne each Tuesday evening to deliver a lecture. The instructor and students will give practical demonstrations in selling, together with round-table discussions, at which time students may ask questions and criticize the sales demonstrations.

E260a. Business Law (first semester). Two hours' credit. Fee \$10.
Mr. BALLOU.

This class will meet at 7:30 p.m. on Monday evenings, beginning September 16, 1929, Room 115, Central high school.

Purpose To train the business man to find the legal factors in his business problems and give these factors due consideration in making of business decisions; to inform him of the legal pitfalls to be avoided in everyday business transactions; to familiarize him with the most important legal devices and their uses for various business purposes. The outline of the course is based on an analysis of business transactions. In connection with every business function the means provided by the law are enumerated, and a comparison is made of them with reference to their legal consequences. In this way the student is equipped to give due consideration to the legal elements in business problems involving a choice of legal methods.

Contents

The approach to business law	Operation and discharge of contracts
Legal status of business men	Liabilities and rights of third party
Formation of contracts	Assignment and discharge of contract
What makes a contract	Particular contracts concerning goods
Classes of agreements	Title, performance, warranties, and remedies
Who are competent parties to a contract	Insurance contracts
Consideration	Contracts concerning credits
What makes contracts legal or illegal	Credits and loans
Interpretation and enforcement of contracts in the courts	The contract of guaranty

E213. Business Organization and Management. Two hours' credit.
Fee \$10. Mr. KUNST.

This class will meet at 7:55 p.m., on Monday evenings, beginning September 16, 1929, Room 107, Central high school.

Purpose The course aims to show the nature, complexity, and interrelationship of the problems confronting business executives. It is introductory to more specialized courses in the different phases of management and gives a general view of several groups of problems. It is especially useful for students beginning Commerce work, and for persons preparing for executive positions.

Contents

Starting a new business	Forecasting and statistics
Location	Production control
Organizing for management and operation	Personnel management
Construction and layout of plant	Traffic management
Purchasing	Office management
Stock keeping	Market analysis and sales management
Financial and credit management	Research
Accounting and budgeting	

E234a. Personnel Management. Two hours' credit. Fee \$10.

Mr. KUNST.

This class will meet at 6:15 p.m. on Monday evenings, beginning September 16, 1929, Room 107, Central high school.

Purpose In recent years big business, progressive industry, as well as professional schools, have learned the great necessity of looking after the "human" side of employees. In offices, in factories, in schools, and in practically every type of organization, the "human" factor plays a very important part. Consequently, then for any organization, big or little, to be successful the personnel must be studied and its proper management carefully directed. A working force which is efficient, physically and mentally, is essential to the ultimate success of any business enterprise. This course gives a broad survey of the field of personnel management, its relation to other phases of management, and a discussion of the problems which arise and methods of meeting them.

Contents

Historical and psychological background	Hours, rest periods, and working conditions
Organization for personnel management	
Securing an effective force, hiring, placing, job analysis, turnover, attendance, discipline	Wage payment plans
Securing coöperation, financial incentives, nonfinancial incentives	Employee stock ownership
Education and training	Group insurance and pensions
Health and safety	Employee representation
	Union relations
	Stabilizing employment

COMPARATIVE PHILOLOGY

E201A. English Grammar for Teachers. Two hours' credit. Fee \$10.

Mr. NULL.

This class will meet at 6:20 p.m. on Tuesday evenings, beginning September 17, 1929, Room 107, Central high school.

Purpose The purpose of this course is to give teachers, and others who may wish it, a thoro drill in the fundamentals of grammar. This course is required for a high school teacher's license in English.

ECONOMICS AND SOCIOLOGY

EE101a. Political Economy (Economic Problems). Not offered this semester.

E222. Social Problems and Education (Practical Sociology). Two hours' credit. Fee \$10.

Mr. SCHUTZ.

This class will meet at 6:20 p.m. on Thursday evenings, beginning September 19, 1929, Room 104, Central high school.

Purpose Education is necessarily concerned with the social problems that hamper the group life it attempts to serve. These problems are also, when analyzed, individual problems since they are all created by the behavior of persons who for one reason

or another have failed to attain good social adjustment and therefore make up the load that better adjusted citizens are obliged to carry. The course will deal with the American social problems that are most intimately related to the work of the schools.

Contents

Juvenile delinquency	Settlements and the city neighborhood
Crime and penal reform	Public health
Feeble-mindedness	Immigration
Mental hygiene	Race friction
Modern conditions influencing family life	Rural life
Divorce and family responsibility	Public opinion
The unmarried mother	Social unrest

EDUCATION

E101. Introduction to Teaching. Three hours' credit. Fee \$15.

This class will meet at 4:00 p.m. on Mondays, beginning September 16, 1929, Room 106, Central high school.

Purpose An introductory course designed to introduce the student to present-day educational problems and the use of scientific methods in their solution. A basic course required on elementary school teacher's license.

E222Dr. Methods in Drawing and Art in the Elementary Schools. Two hours' credit. Fee \$10. Miss HALL.

This class will meet at 4:30 on Wednesday afternoons, beginning September 18, 1929, in the Public School Administration Building, corner Clinton and Lewis streets.

Purpose This course is required on the elementary school license and is intended especially for grade work. The purpose of this course is to give to the student an understanding of art structure (which is the foundation of all art work). There are three elements: line, form, and color. This develops creative power and an appreciation of beauty. This course will be followed the second semester by a course in Composition and Design (Fine Arts E114). The year's work gives the teacher and student a background which is very helpful in the teaching of art. Students need not take the second semester's work, however, unless they wish to do so.

E211. Advanced Educational Psychology. Three hours' credit. Fee \$15. Mr. HAMILTON.

This class will meet at 6:15 p.m. on Monday evenings, beginning September 16, 1929, Room 102, Central high school.

Purpose The psychology of learning, including the learning of the fundamental school subjects, the general technique and methods for measuring the results of learning and instruction. Individual differences, fatigue, the hygiene of instruction and development, and the cultivation of the special mental functions involved in learning and work. Prerequisite, Psychology E101 or its equivalent.

E301. Secondary Education. Three hours' credit. Fee \$15.

This class will meet at 7:50 p.m. on Monday evenings, beginning September 16, 1929, Room 102, Central high school. Mr. MEYER.

Purpose This course deals with the physical and mental characteristics of adolescence, individual differences, development of secondary education in the United States and Europe, relation of the high school to the elementary school and to the college, aims and functions of secondary education, the program of studies, and a brief consideration of extra-curricular activities.

E122M. Public School Music. Two hours' credit. Fee \$10.

Mr. GEIGER.

This class will meet at 6:20 p.m. on Thursday evenings, beginning September 19, 1929, Room 112, Central high school.

Purpose This course is designed for the efficient preparation of teachers in the elementary grades. Required on elementary licenses.

Contents

Methods advocated by the modern educators and progressive music teachers will be examined. The motivation idea in music, assembly singing, examination,

and the study of music suitable for the different grades and practice in conducting classes will be given attention.

E748. Research in Secondary Education. (A graduate course.) Two hours' credit. Fee \$15. Three hours' credit. Fee \$22.50.

Mr. FOSTER.

This class will meet at 9:00 a.m. on the second Saturday morning of each month thruout the year, beginning Saturday morning, September 14, 1929, Room 104, Central high school. There is a possibility of having the class meet twice a month and finish the year's work by February. The instructor and the class will decide this.

Purpose As indicated by its title, the purpose of this course is to give teachers and administrators an opportunity to work out under direction certain problems which are facing them in the public schools. A careful survey of all the literature available on the problem offers a basis for the gathering of data or experimentation with classroom or administrative problems. The class work is largely one of conferences, special reports, and discussions.

E610. Current Educational Literature. (A graduate course.) Two hours' credit. Fee \$15. Mr. FOSTER.

This class will meet at 1:00 p.m., the second Saturday afternoon of each month thruout the year, beginning Saturday, September 14, 1929, Room 103, Central high school. There is a possibility of having the class meet twice a month and finish the year's work by February. The instructor and the class will decide this.

Purpose This course is intended for teachers and administrators in service who desire to read or to have brought to them a review of the most outstanding educational literature that appears within the current year. Each student presents to the group the worth-while articles in at least two educational periodicals as well as reviews of a limited number of monographs, books, bulletins, etc., of an educational nature. Thus, thru pursuing contributions correlating with his own special interests and thru more general discussion of educational problems, the student has the opportunity of becoming up to date in educational philosophy and practice.

E554. The Administration of the Elementary School. (A graduate course.) Two hours' credit. Fee \$15. Mr. HAMILTON.

This class will meet at 5:00 p.m., on Tuesday afternoons, beginning September 17, 1929, Room 224, Central high school.

Purpose This graduate course deals with the work of the elementary school principal as an administrative official, covering such topics as: the elementary principal's place and function in the school; his relation to the school board, superintendent, teachers, custodians, pupils, and the public; the duties which properly belong to the elementary principal; qualifications; opportunities for service; administrative practices, helps, devices, records, problems, etc.

E536. The Supervision of Instruction in the Elementary School. (A graduate course.) Three hours' credit. Fee \$22.50.

Mr. HAMILTON.

This class will meet at 8:00 p.m., on Tuesday evenings, beginning September 17, 1929, Room 224, Central high school.

Purpose A graduate course for principals, supervisors, and superintendents. This course is intended to give the student a knowledge of the theory of supervision and the function and technique of the elementary supervisor in improving classroom instruction. Some of the major topics studied are: the place of the elementary supervisor in the school organization; supervisory programs, practices, devices, records, and their use and evaluation.

E535. Supervision of the Elementary Curriculum. (A graduate course.) Three hours' credit. Fee \$22.50. Mr. HAMILTON.

This class will meet at 9:00 a.m. the second Saturday morning of each month thruout the year, beginning Saturday morning, September 14, 1929, Room 103, Central high school. There is a possibility of having the class meet twice a month and finish the year's work by February. The instructor and the class will decide this.

Purpose This is a graduate course for elementary supervisors, principals, superintendents, and others interested in the development of elementary curricula. It is designed to acquaint the student with the principles underlying the construction of elementary curricula and with some of the technique employed in this work. During

the last part of the course the emphasis is placed upon the actual development of a curriculum in some one phase of the elementary field.

E311. Psychology of Exceptional Children. Two hours' credit. Fee \$10. (Three hours' credit, fee \$15.) Dr. FRITH.

This class will meet at 6:20 p.m. on Tuesday evenings, beginning September 17, 1929, Room 103, Central high school.

Purpose This course, somewhat like a course in clinical psychology, will have for its purpose a careful, analytical study of three types of children—the exceptional, the average, the deficient—with special emphasis on the first and last. Different types of exceptional children will be studied, and careful analysis of each type made with a view to discovering what it is that makes a child an “exceptional.” For credit people the prerequisite is a course in elementary psychology or elementary educational psychology.

Contents In so far as possible the following types of children will be studied: the superior child, the feeble-minded child, the psychopathic child, the spoiled child, the mongolian child, the cretin, the spasmodic, the syphilitic child.

E122Ar. Methods in Arithmetic. To be offered in the second semester.

E567. Indiana School Law. Not offered during 1929-30.

E321. Principles of Instruction in the High School. To be offered in the second semester.

E412. Mental Measurements (Intelligence Tests). Not offered during 1929-30.

Fine Arts E114. Composition and Design. See Fine Arts.

E111. Elementary Educational Psychology. To be offered in the second semester.

ENGLISH

E101a. Freshman English Composition (first semester). Two hours' credit. Fee \$10. Mr. NULL, Mr. CORDELL.

There will be two sections of this class: one meeting at 4:20 p.m., Room 107; the other at 6:20 p.m., Room 113, on Tuesday evenings, beginning September 17, 1929, Central high school.

Purpose The course in English composition is so planned as to give one the foundation for better self-expression. As a carpenter must know his tools before he can build well, so the student must understand the proper use of the working tools of the English language, namely, the word, the sentence, and the paragraph, before he can write well. In business and in social life almost every day one is called on to give expression to some thought or plan which immediately calls for ability to express oneself clearly, forcefully, and convincingly. We are known by the language we use. This course is required on the elementary teacher's license.

Contents

Review of punctuation
Sentence structure
Paragraph writing
The topic sentence
Unity in the paragraph
How to secure coherence
Emphasis in the paragraph

Types of paragraphs
Exposition
Importance of expository writing
Effectiveness in exposition
Theme writing
The theme as a whole
Gathering material for themes

E101b. Freshman English Composition (second semester). Two hours' credit. Fee \$10. Mr. NULL.

This class will meet at 6:30 p.m. on Thursday evenings, beginning September 19, 1929, Room 107, Central high school.

Purpose This course will be a continuation of English Composition E101a (first semester).

E120. Business English. Two hours' credit. Fee \$10. Mr. NEFF.

This course will not be offered this semester.

E102a. Freshman English Literature. Two hours' credit. Fee \$10. (Three hours' credit, fee \$15.) Mr. CORDELL.

This class will meet at 8:00 p.m. on Tuesday evenings, beginning September 17, 1929, Room 113, Central high school.

Purpose The two-semester course in English Literature aims to present a comprehensive view of the whole development of the literature from Beowulf to the present-day writers. The lectures will be supplemented by class work on assignments on selections in the textbook, *Century Types of English Literature*, by McClelland and Baugh.

Contents Part I—first semester—fifteen lessons concerning the field of English from the beginning up to Wordsworth.

Beowulf and Anglo-Saxon literature
Chaucer—Prologue
Romances of chivalry, the popular ballad
Spenser's *Faërie Queene*
Shakespeare's plays and poems
Puritan and Cavalier poetry

Milton's lyric poems
Milton—selections from *Paradise Lost*
Dryden and Defoe
Pope and Swift
Goldsmith and Johnson
Gray, Cowper, Blake, Burns

Some outside reading in the drama and novel.

Part II—second semester

Wordsworth
Coleridge
Scott, Byron, Lamb
Shelley, Keats
Selections from early nineteenth-century prose writers

Tennyson
Browning, Arnold, Clough
Rossetti, Morris
The Pre-Raphaelites
Later nineteenth-century prose
More recent poetry

Some outside reading in the drama and novel.

E271. Teaching of Oral English (Fundamentals of Speech). Two hours' credit. Fee \$10. Mr. NORVELLE.

This class will meet at 6:30 p.m. on Tuesday evenings, beginning September 17, 1929, Room 104, Central high school.

Purpose The purpose of this course is to increase the student's ability in the interpretation of masterpieces of literature, selections suitable for public or parlor entertainment, and stories and readings in the home. It also aims to develop stronger and more durable voices and to encourage greater freedom in self-expression.

Contents The course includes:

The speech instrument and its proper functioning	Special problems and devices in reading
Breathing	Perspective, phrasing, rhythm, connotation, paraphrasing
Organs of articulation	Tone and pantomime copying
Factors of voice control	Types of interpretation
Visible action	Selections from the various fields of literature including both prose and poetry
Animation, coördination, energy, posture, movement, and gesture	Special emphasis on selections which demand energy, clarity, purity, and naturalness of vocal expression
Intellectual and emotional content in material to be read	

E141a. Study of the Short Story. Two hours' credit. Fee \$10.

Mr. BYERS.

This class will meet at 7:30 p.m. on Wednesday evenings, beginning September 18, 1929, Room 102, Central high school.

Purpose The purpose of this course is to trace briefly the history of the short story and to consider the development of the short story as a separate form of literature, to discuss its rather scientific development and its gradual acceptance as a distinct form, and to give particular attention to the classical models of the short story and show how the modern type has been a gradual development from these. The course is designed to discuss the current short stories and discover the peculiar preferences of our American magazine editors in the field of the short story. No field of literature offers such a fine opportunity to study the evolution, growth, and development of a form of literature as this particular field.

Contents

The beginning of the short story as a form of literature	Short stories, as to type, such as the psychological story, story of local color, the detective story, and many others, as well as our later and present short-story writers
The development of the short story in America, such types as Poe, O. Henry, Bret Hart, etc.	

A text of standard short stories will be used as a guide.

E152a. American Literature. Two hours' credit. Fee \$10. (Three hours' credit, fee \$15.)

Mr. BYERS.

This class will meet at 4:30 p.m. on Wednesday afternoons, beginning September 18, 1929, Room 102, Central high school.

Purpose The purpose of this course is to familiarize the student with the field of American literature beginning with our first writings and tracing the course to our present day. In the limited amount of time it will be necessary to consider only the more important figures in American literature. Representative writers who have responded most to the American spirit and who have con-

tributed definitely to our national thought and culture will be given considerable attention. According to a ruling of the State Board of Education, American literature is required of teachers of high school English. This course is designed to meet this requirement.

Contents

Colonial writers	Bryant
Revolutionary writers	Emerson
Franklin	Hawthorne
Edwards	Longfellow
Halleck	Poe
Drake	Holmes
Irving	Whittier and others

E152b. American Literature. To be offered in the second semester.

Thoreau, Lowell, Whitman, Mark Twain, Lanier, and other writers of prose and poetry will be studied.

E272. English Characteristics. Two hours' credit. Fee \$10.

Mr. JENKINS.

This class will meet at 4:20 p.m. on Wednesday afternoons, beginning September 18, 1929, Room 104, Central high school.

Purpose This course is intended to serve as an introduction to the study of English literature. It derives the abiding characteristics of the English people, not from their literature, but from a study of their physical environment, social elements, political, religious, and industrial experiences. Special stress will be laid on the peculiarly original quality of English poetry and the reasons therefor. The numerous points of contrast between the English and their continental neighbors, as well as between the English and the Americans, will be fully discussed.

E249. Recent Continental Literature. Two hours' credit. Graduate and undergraduate students admitted. Fee \$10 (\$15 for graduate credit).

Mr. JENKINS.

This class will meet on Wednesday evenings at 7:00 p.m., beginning September 18, 1929, Room 104, Central high school.

Purpose This course will deal with some of the most significant of recent continental literature available in English. Among others, Rolland, Reymont, Wassermann, Thomas Mann, Valery, Pirandello (the novels), Goncharov, and Lyeskov will be considered. The course will probably include a survey of the Futuristic and Expressionistic movements in Russia, Italy, and Germany.

E237c. Victorian Literature (a third semester).

This course is designed for those who took two semesters (four semester hours' credit) of Victorian Literature during the year 1928-29, and want to complete the six semester hours' credit by taking a third semester's work.

Anyone interested in taking the third semester's work should enroll at the Extension Office before September 18, 1929.

E160a. Beginning Public Speaking. Two hours' credit. Fee \$10.

Mr. NORVELLE.

There will be two sections of this class: one meeting at 4:30 p.m., the other at 8:00 p.m., on Tuesday evenings, beginning September 17, 1929, Room 104, Central high school.

Purpose To give instruction in the technique of effective speaking and the technique of organizing material for speaking.

Contents

We assume that the persuasive principle which is basic in industry and business is basic to all speaking whether the person is selling a book, a piece of real estate, a new form of education, religion, law, art, or giving a lecture. In any case the speaker wants his audience to do something, and if the audience does that, the speaker has gained his objective. The persuasive principle follows the general order of attention, interest, desire, action—or, we gain the attention of the audience, we create a general need, we show how our article or idea fulfills that need, we intensify that fulfillment, and then conclude. Its application to the field of speech will enable the speaker better to adapt himself to the wants, desires, and needs of the audience.

E167a. Play Acting (Dramatic Art). To be offered in the second semester.

E254. Shakespeare. Not offered during 1929-30.

E121a. Sophomore English Literature. Not offered during 1929-30.

FINE ARTS

Note: There will be a choice between Courses E115a and E222Dr.

E115a. Still Life in Charcoal and Water Color. Three hours' credit.
Fee \$15. Miss HALL.

This class will meet on Wednesday afternoons at 4:20 p.m., in Miss Hall's room in the Administration Building, beginning September 18, 1929.

Purpose The purpose of this course is to give teachers training in illustrative work in charcoal and water color to children in the grades.

Education 222Dr. Methods in Drawing and Art. See Education, page 10.

E114. Composition and Design. Will be offered in the second semester.

This course is to give the student a better knowledge of space relation in creating original designs; values in dark and light; color harmony and principles of design.

FRENCH

E101a. Elementary French. Five hours' credit. Fee \$25. Miss SCHOLL.

There will be two sections of this class: one meeting at 4:00 p.m., the other at 7:00 p.m., on Wednesdays and Fridays, beginning September 18, 1929, Room 109, Central high school.

Purpose Elementary French is planned to give the student a good pronunciation based on a study of phonetics, a knowledge of the essentials of French grammar, and practice in reading and speaking French.

E104a. French Composition and Conversation (second-year course). Prerequisite, French E101. Two hours' credit. Fee \$10.

Miss SCHOLL.

This class will meet at 7:00 p.m. on Tuesday evenings, beginning September 17, 1929, Room 109, Central high school.

Purpose A more comprehensive study of French composition with added drill in conversation.

E119a. Modern French Prose. Second-year course. Prerequisite, French E101. Three hours' credit. Fee \$15. Miss SCHOLL.

This class will meet at 7:00 p.m. on Thursday evenings, beginning September 19, 1929, Room 109, Central high school.

Purpose Reading in French prose from modern writers.

E01a. Conversational French (first semester). One hour credit. Fee \$10. Miss SCHOLL.

This class will meet at 6:15 p.m. on Monday evenings, beginning September 16, 1929, Room 109, Central high school.

Purpose The purpose of this course is to give one an opportunity to learn the French language without going into the details of French grammar as is done in the regular French course.

How Conducted From the beginning French is spoken as much as possible. The instruction is given by a native-born French woman and the finer French accents are clearly brought out. Conversational French is taught much as a child is taught to speak the English language. Beginning with the simplest French sounds and words, putting words into sentences, and then combining sentences into paragraphs, the student is led, step by step, into a clear understanding of the French language. Formal grammar as such is not given; but such grammatical constructions as are necessary to a clear understanding will be made clear. Students are early encouraged to carry on dialogs in French, thus making the course as realistic as possible, the instructor acting as critic at all times.

Note: This course will not give credit to students who have had French E101.

E01b. Conversational French (second semester).

If enough students are interested, an advanced class in Conversational French will be formed. First meeting of class will be at 7:30 p.m., Monday, September 16, 1929, Room 109, Central high school.

GEOLOGY

E109. The Elements of Geography: Human Geography (University Geography). To be offered in the second semester.

E101. General Geology.

Time of meeting to be arranged. Students interested should enroll at the Extension Office before September 19, 1929.

E106a. Physical Geography.

Time of meeting to be arranged. Students interested should enroll at the Extension Office before September 19, 1929.

GERMAN

Since German ranks third among the four leading languages of the civilized world, and as Germany has taken high rank in medical, technical, and scientific research, a knowledge of the German language is an important asset. A knowledge of a second language aids one in better understanding his own.

E101a. Elementary German. Five hours' credit. Fee \$25.

Mr. BERTRAM.

There will be two sections of this class: one meeting at 4:00 p.m., the other at 7:00 p.m., on Monday and Thursday evenings, beginning September 16, 1929, Room 108, Central high school.

Purpose The aim of this course is to give the student a thorough knowledge of the fundamentals of German grammar, some facility in speaking and writing the language, and the power to understand and reproduce simple German reading matter. A few poems will be memorized.

E102a. Second-Year Composition and Conversation. Prerequisite, one year of German. Two hours' credit. Fee \$10. Mr. BERTRAM.

This class will meet at 7:00 p.m. on Tuesday evenings, beginning September 17, 1929, Room 116, Central high school.

Purpose A more comprehensive study of German composition with the introduction of conversational German.

E103a. Modern Authors. Prerequisite, German E101. Three hours' credit. Fee \$15. Mr. BERTRAM.

This class will meet at 7:00 p.m. on Friday evenings, beginning September 20, 1929, Room 108, Central high school.

Purpose Reading of dramatic and novelistic modern German authors; reading and memorizing of selected poems.

E. Conversational German. One hour's credit. Fee \$10. Mr. BERTRAM.

This class will meet at 7:30 p.m. on Wednesday evenings, beginning September 18, 1929, Room 108, Central high school.

For Whom This course is designed to meet the needs of two groups of students. First, those who know no German but wish to learn the German language without going into the details of German grammar as is done in the regular German course. Second, those who do know German and wish a review with emphasis on the conversational phase. Textbooks will be chosen to suit the needs of each group.

Note: This course will not give credit to students who have had German E101.

HISTORY

E134. Hispanic-American History (Latin-American History). Two hours' credit. Fee \$10. Mr. CORDIER.

This class will meet at 6:20 p.m. on Wednesday evenings, beginning September 18, 1929, Room 107, Central high school.

Purpose This course involves an analysis of the history of the nations from the Rio Grande to Cape Horn. An evaluation of their social, cultural, and economic contributions and problems will be made. The relations of the nations with the United States and their place in the world today are given due attention.

Contents

The racial origins	Interstate relations
European empire in America	Relations with the United States
The struggle for independence	American economic imperialism
The struggle for stability	The future of Latin-America
The problems of the several states	

E219. History of the South. Two hours' credit. Fee \$10.

Mr. CORDIER.

This class will meet at 4:20 p.m. on Wednesday afternoons, beginning September 18, 1929, Room 107, Central high school.

Purpose An interpretation of American history from the Southerner's point of view. A critical but appreciative study of Southern politics, statesmanship, literature, religion, and social ideals. A view of the economic foundations and implications of the slavery system.

Contents

The development of the South in colonial times	Southern literature
The South during the Revolutionary era	Pro-slavery philosophy
The development of sectional interests	Southern education and religion
Slavocracy	Approaching the crisis
Calhoun and Jacksonian democracy	The South during reconstruction
	The South in the new era

E105b. American History. Three hours' credit. Fee \$15.

Miss PALMER.

This class will meet at 4:20 p.m. on Tuesday afternoons, beginning September 17, 1929, in Room 111, Central high school.

Purpose To offer a foundational course in American History which will (1) create an appreciation of the sources and development of the ideas and institutions upon which our society rests; (2) serve as a basis for more exhaustive study of special times and movements in our history.

Contents A brief survey of the movements in Europe which developed interest in America, and imperial rivalry for possession; the English Colonies, the Revolution, and the new state; the organization of the new government with the development of national republican *vs.* democratic principles in administration; expansion and further nationalism with issues of the nationalistic, industrial, capitalistic interests of the North and East *vs.* the states' rights, planting interests of the South and West thru the Jackson period.

During the second semester the course will continue to the present time or as near the present as there is time.

Note: There will be a choice between Courses E210a and E104a. A majority shall determine which course shall be given.

E210a. Europe from Napoleon to the World War (Europe since 1815).
Two hours' credit. Fee \$10. Miss PALMER.

This class will meet at 7:00 p.m. on Tuesday evenings, beginning September 17, 1929, Room 111, Central high school.

Purpose To offer a special study of European ideas and institutions which will create an appreciation of those institutions and their force in the world and which will furnish a background for the causes of the World War and the Europe of today.

Contents

First Semester

The Congress of Vienna of 1815	The revolutions and national development
The policy of Metternich and of representative Europe	thru the Franco-Prussian War

Second Semester

National and imperial expansion on the part of England and the European powers	the smaller powers
The growth of a national spirit within	The crises in Morocco and in the Balkans
	The World War and reconstruction

E104a. English History: General Course. Three hours' credit. Fee \$15. Miss PALMER.

This class will meet at 7:00 p.m. on Tuesday evenings, beginning September 17, 1929, Room 111, Central high school.

Purpose To offer a course in the history of England which will give a general knowledge of the subject, and will furnish a foundation for a more exhaustive study of special periods of English history and a background of the history of the United States.

Contents

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|--|---|
| Geographic and ethnic conditions in early Britain as determining factors in her history | Evidence of parties and ministerial responsibility |
| Political organization of the people into the state and the development of a constitutional government thru the Revolution of 1688 | Origin and development of the Church of England, relations to Rome, the Reformation |
| | Economic development |
| | Social changes |
| | Creation of a literature, etc. |
- E211a. Political and Social History of England since Waterloo. Not offered during 1929-30.
- E131a. History of Indiana: General Course. Not offered during 1929-30.
- E208a. American Colonial History. Not offered during 1929-30.
- E132a. Recent American History. Not offered during 1929-30.

HYGIENE

E101. Elementary Hygiene. Two hours' credit. Fee \$10. Dr. PORTER.

This class will meet at 8:00 p.m. on Wednesday evenings, beginning September 18, 1929, Room 102, Central high school.

Purpose The course in hygiene is intended to give one an idea of the simple hygienic laws and the ill effects if these laws are disobeyed; to correct many false ideas of disease and to show how it is spread or controlled; to help one to guard against the insidious encroachment of chronic diseases that sap the vitality of the individual and impair the efficiency of the race. All disease is preventable, and old age is the only natural cause of death. No subject is more vitally important to every citizen of the state than that of the preservation of health. It should be of the greatest help to everyone interested in eugenics, longevity, personal efficiency, and control of infant and adult mortality. Required on elementary teacher's license.

Contents The following topics will be discussed:

Hygiene, what is it?	Colds
Importance of more knowledge of hygienic rules	Infectious diseases
The present health movement	Cancer
Medical practices	Posture
Air	Overweight
Food	Hygiene of the brain and the nervous system
Poisons	Alcohol
Activity	Tobacco
Clothing	The fields of hygiene
Baths	

JOURNALISM

Note: There will be a choice between the Courses E203A and E101. The majority will determine which course will be offered.

E203A. Elementary Advertising. Two hours' credit. Fee \$10.

Mr. WRIGHT.

This class will meet at 7:50 p.m. on Wednesday evenings, beginning September 18, 1929, Room 103, Central high school.

Purpose As indicated, this course covers only the elementary principles of advertising, and is not intended for those who have done any considerable amount of advertising work. It deals with the fundamental principles of advertising, newspaper and magazine advertisements, laying out an advertisement, typography and type values, harmony of copy and type, and the various processes of printing and illustrating.

How Conducted Professor Wright will come to Fort Wayne from Bloomington each Wednesday evening to give the theoretical side of advertising. Following this, certain local advertising men, who have been exceptionally successful in their line of advertising, will give lectures on the application of these theories to everyday advertising problems. Excursion trips will be made thru certain Fort Wayne industries, where the students will get first-hand information on advertising problems.

E211. Special Feature Stories. Two hours' credit. Fee \$10.

Mr. WRIGHT.

This class will meet at 6:15 p.m. on Wednesday evenings, beginning September 18, 1929, Room 103, Central high school.

Purpose This course covers the writings of various kinds of feature, especially informational features, for newspapers and magazines. It also deals with illustrations for features and the selling of special stories. Open to anyone. Students desiring credit, however, must have completed a course in English Composition.

E101. Reporting. Two hours' credit. Fee \$10. (Three hours' credit, fee \$15).

Mr. WRIGHT.

This class will meet at 7:50 p.m., on Wednesday evenings, beginning September 18, 1929, Room 103, Central high school.

Purpose The basic course of the editorial side of newspaper work. It deals with the organization of the newspaper office, the gathering of news, and the elements of news-writing. As much practical work as possible is included, and this work is carefully criticized.

LAW

Commerce E260a. **Business Law.** See Commerce and Finance, page 8.

Education 567. **Indiana School Law.** Not offered in 1929-30.

Law courses in Contracts, Negotiable Instruments, and Property I, or other courses in law, will be offered if a sufficient number enroll for these courses. Anyone interested in any law course should come to the University Extension office, 114 West Wayne St., and arrange for enrollment.

MATHEMATICS

The courses in mathematics are given practically the same as at Indiana University. As the work in mathematics is nearly constant it is needless to give any outline of the work in each course.

E102. **College Algebra.** Three hours' credit. Fee \$15. Mr. REISING.

There will be two sections of this class: one meeting at 4:00 p.m., on Tuesdays, in Room 106, the other at 7:00 p.m., on Mondays, in Room 103, beginning September 16, 1929, Central high school.

This is a regular Freshman course in college algebra, treating the general methods of factoring, the general quadratic progressions, permutations, combinations, the binomial theorem, etc.

E103. **Trigonometry.** Two hours' credit. Fee \$10. Mr. REISING.

There will be two sections of this class: one meeting at 4:00 p.m., the other at 7:00 p.m., on Thursday evenings, beginning September 19, 1929, Room 103, Central high school.

Trigonometry is the most practical of all mathematics. The work given is the necessary foundation for ordinary surveying. Open to all students who have had Mathematics E102 or the senior algebra in the local high schools.

E106. **Analytic Geometry.** Five hours' credit. Fee \$25. Mr. VIRTS.

This class will meet at 7:00 p.m. on Monday and Thursday evenings, beginning September 16, 1929, Room 106, Central high school.

This subject takes up the study of coördinates, the straight line, the circle, the parabola, the ellipse, the hyperbola, transformation of coördinates, polar coördinates, etc. Anyone who has had college algebra and trigonometry is eligible for this course.

E116. **Mathematical Theory of Investment.** Three hours' credit. Fee \$15. Mr. VIRTS.

This class will meet at 7:00 p.m. on Wednesdays, beginning September 18, 1929, Room 115, Central high school.

Purpose The purpose of this course is primarily to meet the needs of students in schools and colleges of commerce and business administration; also to meet the requirements for securing

a license to teach mathematics in the high school. It will also meet the needs of anyone who desires a knowledge of the mathematical treatment of financial problems arising in ordinary business procedure. It is assumed that the student has had a substantial course in algebra equivalent to two years' study in the high school and a thoro knowledge of logarithmic computation. The course aims thruout to emphasize fundamental principles and to illustrate them with numerous simple examples.

Contents

Definition of interest	Premium and discount
The rate of interest	Definition of probability
Geometric comparison of simple and of compound interest	Compound events
Discount	Mathematical expectation
Annuities	Mortality tables
Present value of an annuity	Definition of life annuities
Perpetuities and capitalization	Pure endowment
Amortization—sinking funds	Computation of life annuity
Depreciation	Elementary principles of life insurance
Bonds	Net single premium. Whole-life policy
The investment rate	Annual premiums
Bond formula	Endowment insurance
	Valuation of policies ; reserves

E104t. General Mathematics. Three hours' credit. Fee \$15. Mr. VIRTIS.

There will be two sections of this class: one meeting at 4:00 p.m., the other at 7:00 p.m., on Fridays, beginning September 20, 1929, Room 111, Central high school.

The course in general mathematics is planned to give one a clear understanding of the mathematical principles used in arithmetic. Altho the major part of the work is given to a clear understanding of the principles of mensuration, percentage, interest, etc., yet some time will be given to make clear how some of the principles of algebra, geometry, and trigonometry may be used in the advanced grades in arithmetic. Required on elementary teacher's license.

E107a. Elementary Calculus. Prerequisite, Analytic Geometry. Not offered during 1929-30.

MUSIC

Note: A choice will be made among the three courses in music, as only two can be given. Definite arrangements will be made at the first meeting.

E17a. Appreciation of Music. Two hours' credit. Fee \$10. Mr. GEIGER.

This class will meet at 8:00 p.m. on Thursday evenings, beginning September 19, 1929, in Room 112, Central high school.

Purpose The course in appreciation of music covers two semesters' work altho one semester may be taken without taking the other. The first semester covers the field of voice appreciation; the second semester is a study of instrumental music. Each

year a week is set apart as National Music Week, for the purpose of arousing in the public mind a keener appreciation of music—both vocal and instrumental. This course is intended to help one to an appreciation of the voice in music. This will be followed by a similar course next semester intended to help one to an appreciation of instrumental music.

Contents

Rhythm ; types of rhythm	Types of solos
Melody ; harmony ; form	Songs : popular and ballad
Balance of elements	Art song in different lands
One-, two-, and three-part songs	Masses and cantatas
Theme with variation	Opera as a form
Women's voices : soprano, contralto, etc.	Opera reforms
Men's voices : tenor, baritone, bass, etc.	Oratorio as a form
National music	

E10a. Nineteenth-Century Opera. Two hours' credit. Fee \$10.

Mr. GEIGER.

This class will meet at 8:00 p.m. on Thursdays, beginning September 19, 1929, in Room 112, Central high school.

Purpose This course will consider the rise and progress of the opera, the different schools, and the master works of each. A phonograph will be used to illustrate the points made. Among the schools of opera studied will be opera bouffe, opera comique, and modern French and Italian. The works of Rossini, Donizetti, Bellini, Verdi, Puccini, Meyerbeer, Gounod, Bizet, Massenet, Thomes, and Debussy will be discussed as will also the chief opera singers. Emphasis will be placed on the opera of the nineteenth and twentieth centuries. Open to new students.

Education 122M. Public School Music. See Education, page 11.

PHYSICS

E101a and E102a. General Physics. Five hours' credit. Fee \$25.

Mr. HULL.

There will be two sections of this class: one meeting at 4:00 p.m., the other at 7:00 p.m., on Monday and Thursday evenings, beginning Monday, September 16, 1929, Room 322, the physics laboratory room at Central high school.

Purpose The object of this course is to give the fundamental facts and theories of general physics. This course will be followed with a course in magnetism, electricity, and light.

For Whom To teachers, mechanics, electrical engineers, high school students desiring one year in required university science, and anyone else interested in physical laws and their application to modern appliances.

Contents

Mechanics of solids; velocity, acceleration, inertia, mass and force, laws of motion, work, energy, machines. Motion of mass; acceleration, falling bodies, kinetic energy, impact, projectiles, circular motion, centrifugal and centripetal force. Vibratory motion; pendulum, simple harmonic motion. Rotation of rigid bodies. Universal law of gravitation

Mechanics of liquids and gases; pressure in liquids and gases, floating bodies, specific gravity, Boyle's law, pumps and pressure gauges, water wheels

Properties of matter. Structure, elasticity, viscosity, diffusion, surface tension, and the kinetic theory

Wave motion and sound. Kinds of waves, sound, reflection, refraction, intensity quality pitch, Doppler's principle, interference, beats, musical relation of pitch

Heat. Thermometry, expansion of solids, liquids and gases. Calorimetry; specific heat. Nature of heat. Changes of state. Heat engines

E101b and E102b. General Physics. Offered in the second semester, beginning February 3, 1930.

Contents

Magnetism. Properties of magnets, laws of force, magnetic induction, electrostatics; electrification, induction, potential, condensers, capacities, and electrical discharges

Electric current. Voltaic cell, chemical effects, fall of potential, Ohm's law, resistance and its measurement, heating

effect, magnetic effect, measuring instruments, electro-magnetic induction, dynamos, and motors

Light; photometry, wave theory, reflection, refraction, interference, dispersion.

Prisms and lenses, optical instruments, colors of bodies, polarized light

PHYSIOLOGY

E102. Elementary Physiology. Two hours' credit. Fee \$10.

Mr. WILSON.

This class will meet at 7:00 p.m. on Friday evenings, beginning September 20, 1929, Room 103, Central high school.

Purpose This is a course in normal human physiology. It is designed to give the student an understanding and appreciation of the functioning of the human machine in so far as it is understood today.

Contents

Skeleton, structure and mechanics of
Muscle, structure and function of
Nervous system, structure and functions of each part

Circulatory system, structure, mechanics, and functions of

The respiratory system, mechanism of thorax, how the gases enter the blood, etc.

The digestive system, secretions, enzymes and their action

The excretory system

The reproductive system

The endocrine system

Organs of general and special sense

POLITICAL SCIENCE

E101t. Community Civics. Two hours' credit. Fee \$10. Three hours' credit. \$15.

Mr. LINTON, Mr. CORDIER.

There will be two classes in Community Civics; one will meet each Wednesday evening, beginning September 18, at 8:00 p.m., during the

first semester, which will be taught by Professor Cordier. The second class in Community Civics will meet at 9:00 a.m., the second Saturday morning of each month, beginning September 14, and continuing thruout the year. This class will be taught by Professor Linton. Both classes will meet at Central high school, Room 107.

Purpose This course considers the problems of city, state, nation, and of the world; problems of taxation, constitutional revision, government regulation of private business, prohibition, child labor, limitation of armament, Europe's debt to the United States, etc.

E251. National and International Questions of Today. Two hours' credit. Fee \$10. Mr. LINTON.

The class will meet once a month on the second Saturday morning, beginning September 14, 1929, at 1:00 p.m., Room 102, Central high school. The class will continue thruout the year.

Purpose This course is designed to acquaint one with the great issues that confront the government of the United States. Questions of American domestic and foreign policy, and questions pertaining to European and world affairs generally.

PSYCHOLOGY AND PHILOSOPHY

E138. Social Psychology (Means of Social Control). Three hours' credit. Fee \$15. Mr. SCHUTZ.

This class will meet at 4:15 p.m. on Thursday afternoons, beginning September 19, 1929, in Room 104, Central high school.

Purpose This course is intended to show clearly the need for social control and the various means that have been employed to secure this control in our complex society. The essential characteristics of order are arrangement and relationship. If these marks may be assumed for a given unit, and if there is uniformity in nature, there appears an additional feature of enormous importance to man—dependability. These three qualities form the basis of prediction. It is the purpose of this course, therefore, to ascertain the extent to which it is possible for us to predict the future social order as determined by the efficacy of the various means of social control.

Contents The following will be studied as means of social control:

Rewards
Law
Education
Social religion
Praise
Flattery
Persuasion
Advertising
Slogans

Propaganda
Gossip
Satire
Laughter
Calling names
Commands
Threats
Punishment

E101. Elementary Psychology. Two hours' credit. Fee \$10. (Three hours' credit, fee \$15.) Dr. FRITH.

This class will meet at 7:55 p.m. on Tuesday evenings, beginning September 17, 1929, Room 103, Central high school.

Purpose The purpose of the course in elementary psychology is to help people to understand their own actions and reactions as well as those of other people. Human behavior is a curious thing until one makes a careful study of the workings of one's mind. Industry, medicine, law, as well as other branches of human activity have recently been converted to the need of a careful study of the fundamental laws of human conduct. A great man recently said that the greatest discovery of the last fifty years is the discovery of how one's mind works.

Contents

What is psychology?	Dual personalities
The importance of knowing a few psychological laws	Mental telepathy
The nervous system	Fortune-telling
Special senses	Sleight-of-hand performance
Perception	How habits are formed
Imagination	Laws of learning
Affection	Instinctive tendencies
Emotion	Religious beliefs and practices
The power of suggestion	Spiritualism
Hypnotism with demonstrations	Measuring of intelligence

E156. Clinical Psychology. Two hours' credit. Fee \$10. Dr. FRITH.

This class will meet at 4:30 p.m. on Tuesday afternoons, beginning September 17, 1929, Room 103, Central high school.

Purpose The purpose of this course is to study children and determine why the child behaves as he does and how to make the best type of individual out of him.

Contents This course is essentially a clinic. Individual children of various ages and of varying degrees of mentality are examined and studied. Lectures and discussions will be centered around children brought before the clinic. Each child will naturally present a different problem for analysis.

How Conducted The students will observe the examination of the children and will be taught how to analyze and study the data thus obtained with the view of making recommendations. From time to time the students will be expected to write up in an acceptable form a case thus presented.

Psychology of Exceptional Children. See Education 311, page 13.

E157. Psychology of Personal Efficiency. Two hours' credit. Fee \$10. (\$15 for graduate credit.) Mr. BOOK.

This class will meet at 7:00 p.m. on Thursday evenings, beginning September 19, 1929, Room 102, Central high school.

Purpose The purpose of this course is to assist business and professional people to learn how to work at their tasks in the most effective ways.

Contents

Need for greater efficiency in study and work	Making an effective schedule for your tasks and work
Analysis of the task of learning how to study and work effectively	Working according to a definitely formulated schedule or written plan
Conservation of the energy used in study and work	Dispatching or working your schedule and plan
Other physiological and psychological factors which condition personal efficiency	Making conditions favorable for the most effective work
Ideals as an aid to the release and proper direction of our energy and powers	Developing an interest in your work and in your own advancement and success
The development and use of attention and will	How to prepare an assignment in a text
Types of decision and fatigue of will	How to make an investigation or critical study of a particular topic or subject
Rôle of habit in learning how to work effectively	How to memorize or fix in mind the new knowledge and facts to be learned
Planning your work to make the most effective use of your energy and time	Learning how to reason or to solve new problems effectively
Making a careful study or job-analysis of your tasks and work	How to keep yourself fully and continuously applied to your work

How Conducted Dr. William F. Book, who is head of the Department of Psychology at Indiana University, will come to Fort Wayne each Thursday evening, beginning September 19, 1929, to give this series of lectures. After each lecture, opportunity will be given to ask questions for round-table discussions.

E103. Social Ethics. This course may possibly be offered the second semester.

E258. Psychology of Childhood. This course may possibly be offered the second semester.

Education E111. Elementary Educational Psychology. Offered in the second semester.

Education E211. Advanced Educational Psychology. See Education, page 10.

SPANISH

E115a. Elementary Spanish (first semester). Five hours' credit. Fee \$25. Miss GROSS.

There will be two sections of this class: one meeting at 4:00 p.m., the other at 7:00 p.m., on Wednesdays and Fridays, beginning September 18, 1929, Room 224, Central high school.

Purpose The purpose of this course is to give one a knowledge of the fundamentals of Spanish grammar and diction thru reading, conversation, and grammatical exercises. In addition to the details of vocabulary and grammar this course gives a good foundation for speaking and writing Spanish as well as increased ability to un-

derstand the institutions and ideals of Spain and the Spanish-American countries. Spanish is at present the native language of nineteen independent countries and is spoken over a greater extent of the world's surface than any other language except English.

For Whom To anyone who desires a fundamental knowledge of Spanish whether it be for commercial use (especially useful to executives and stenographers who may have just occasional dealings with firms of South and Central America), for further scientific study, or simply for its cultural value; also to high school graduates who wish to get credit for a year of required language work.

ZOÖLOGY

Note: Courses E101, Invertebrate Zoölogy, and E120, Embryology, will be open to students for their choice. The one will be offered which commands the majority.

E101. Invertebrate Zoölogy. Four hours' credit. Fee \$20.

Mr. WILSON.

This class will meet from 4:15 to 6:15 p.m. on Friday evenings for lectures, and from 8:00 a.m. to 12:00 m. on Saturday mornings for laboratory work. The class will meet on alternate weeks or each week as the class may choose until the full time is put in which is required to complete the course. The first meeting of the class will be in Room 103, Central high school, September 20, 1929. There will be a laboratory fee charged each student to cover the cost of the material used in the laboratory. It will amount to about \$3, depending on the cost of the material. This class will be followed next year by a class in Vertebrate Zoölogy so that the two courses will make a complete year's work in Zoölogy.

Purpose The purpose of this course is to study the biology of the invertebrate animals and will include a systematic examination of a series of representative types.

Contents Practically all the work will consist of lectures on the biology of the different groups of animals and of laboratory observations of the types which best represent each group. Lectures of a general nature on topics of biological interest will be introduced at intervals when a given topic is well illustrated by a group being studied, e.g., a lecture on the relationship of animals will be given when the flatworms are studied since the flatworm group has a great many parasitic members.

This course will be approximately the same as the course by the same number (No. 101) given at Indiana University and at the biological station at Winona Lake and will fulfill requirements for science for liberal art students as well as that portion of the requirements for premedical students which concerns general zoölogy. The course ought to be of interest to students who are interested in nature from the layman's point of view.

E120. Embryology. Three hours' credit. Fee \$15. Mr. WILSON.

This class will meet from 4:15 p.m. to 6:15 p.m. on Friday evenings for lectures, and from 8 a.m. to 12 m. on Saturday mornings for laboratory work. The class will meet on alternate weeks or every week until the full amount of time is put in which is necessary to complete the course. The first class will meet in Room 103, Central high school, September 20, 1929.

Purpose The purpose of this course is to study vertebrate embryology.

Contents

Lectures on the development of germ cells	mammal, and the later development of
Laboratory work on the development of	the chick and mammal, including man
germ cells	The relationship of the mammalian embryo
Early development of typical chordates	to the mother
such as Amphioxus, fish, frog, bird, and	

E132. Genetics. This course will be offered in the second semester.

E104. Nature Study. This course will probably be offered the second semester.

Administrative and Instructional Staff

ADMINISTRATIVE OFFICERS

WILLIAM LOWE BRYAN, Ph.D., LL.D., President.

ROBERT E. CAVANAUGH, A.M., Director of the Extension Division.

FLOYD RALPH NEFF, A.B., Officer in Charge of the Fort Wayne Center.

INSTRUCTIONAL STAFF

WILLIAM N. BALLOU, LL.B., Former Judge of Superior Court, Extension Lecturer in Law.

H. M. BERTRAM, A.M., Head of the Department of German, Concordia College; Extension Lecturer in German.

WILLIAM F. BOOK, Ph.D., Professor of Educational Psychology, Indiana University; Extension Lecturer in Psychology.

GEORGE B. BUIST, C.P.A., Director of the George B. Buist and Company, Certified Public Accountants; Extension Lecturer in Federal Taxes and Auditing.

C. E. BYERS, A.M., Extension Lecturer in English.

RICHARD A. CORDELL, A.M., Assistant Professor of English, Purdue University; Extension Lecturer in English.

ANDREW W. CORDIER, Ph.D., Head of the Department of Political Science, Manchester College; Extension Lecturer in Political Science.

ELVIN EYSTER, B.S., Extension Lecturer in Accounting.

I. OWEN FOSTER, Ph.D., Associate Professor of Education, Indiana University; Extension Lecturer in Education.

(Mrs.) GLADYS DYKES FRITH, Ph.D., M.D., Extension Lecturer in Psychology.

JOHN L. GEIGER, Assistant Professor of Music.

VICTORIA GROSS, A.B., Extension Lecturer in Spanish.

ALICE HALL, Director of the Art Department, Fort Wayne Public Schools; Extension Lecturer in Fine Arts.

OTTO T. HAMILTON, Ph.D., Assistant Professor in the Extension Division (Education).

R. L. HAZLETT, formerly of the Sheldon School of Salesmanship of Chicago; Extension Lecturer in Salesmanship and Personal Efficiency.

LOUIE R. HULL, B.S., Extension Lecturer in Physics.

WILLIAM E. JENKINS, A.M., Professorial Lecturer in English, Indiana University; Extension Lecturer in English.

EDWIN J. KUNST, A.B., Manager of the Bureau of Business Research (Indianapolis).

ERNEST MARSHALL LINTON, Ph.D., Associate Professor of Political Science.

JACOB GIBBEL MEYER, Ph.D., Professor of Education, Manchester College; Extension Lecturer in Education.

- FLOYD RALPH NEFF, A.B., Assistant Professor in the Extension Division (English).
- LEE ROY NORVELLE, A.M., Assistant Professor of English.
- BENJAMIN NULL, A.B., Extension Lecturer in English.
- HERRIOTT CLARE PALMER, A.M., Extension Lecturer in History.
- MILES F. PORTER, JR., M.D., Member of the Faculty of Nurses' Training School, St. Joseph's Hospital, Fort Wayne; Extension Lecturer in Hygiene and Eugenics.
- JOHN A. REISING, A.M., Extension Lecturer in Mathematics.
- GERTRUDE SCHOLL, Head of the Department of Languages, European School of Music, Fort Wayne; Extension Lecturer in French.
- J. RAYMOND SCHUTZ, A.M., Professor of Sociology, Manchester College; Extension Lecturer in Economics and Sociology.
- RALPH O. VIRTS, A.M., Extension Lecturer in Mathematics.
- HERBERT S. VOORHEES, M.S., A.M., Extension Lecturer in Chemistry.
- WINONA HAZEL WELCH, Ph.D., Instructor in Botany; Extension Lecturer in Botany.
- IRA T. WILSON, Ph.D., Professor of Biology, Heidelberg University; Extension Lecturer in Physiology and Zoölogy.
- JOSEPH A. WRIGHT, A.B., Professor of Journalism, Indiana University; Extension Lecturer in Journalism.

General Information

WHAT IS UNIVERSITY EXTENSION?

UNIVERSITY extension carries the advantages of higher education to the people. Formerly nearly all college work was done within the four corners of the college campus; now, thru university extension, it may be done in every part of the state. The privileges of higher education are taken to the homes of the people. In addition, university extension endeavors to meet community needs; it is not alone a device to carry instruction to students. It is concerned with such community needs as child welfare, public health, good citizenship, wholesome recreation, and general civic improvement. Since the State University is supported by the whole commonwealth, it endeavors to give to the people the opportunity to share in the best thought and the highest culture and to use more democratically the wide resources for individual and social development.

The Extension Division of Indiana University is administered thru two departments or services. Thru the *Extension Teaching Service* instruction is given in regular University subjects by correspondence study (teaching by mail), club study, class work, and lectures by members of the University Faculty. Thru the *Public Welfare Service*, the University collects and lends package libraries, exhibits, motion picture films, and lantern slides; compiles and publishes informational circulars and bulletins; organizes and directs institutes, surveys, conferences, and discussion leagues; and gives coöperative assistance to clubs, civic societies, public boards and commissions, and other community agencies.

THE FORT WAYNE EXTENSION CENTER

In 1917 a representative of Indiana University came to Fort Wayne and upon investigation found that the people here wanted the privilege of securing higher education without leaving home.

Thru the generous coöperation and assistance of the Fort Wayne Commercial Club, the City Board of Education, and the Allen County Commissioners, Indiana University was enabled to establish a University Extension Center at Fort Wayne. This Center offers the people of Fort Wayne and vicinity an opportunity for some University training at home.

By this means a great many Fort Wayne teachers, bankers, clerks, salesmen, stenographers, correspondents, efficiency experts, and representatives of more than seventy-five other vocations have been able to secure instruction which has made them better fitted to do their work well and to advance to better paying positions. They "learn while they earn."

A great many people take the work merely for its cultural and informational value. Others take it for regular University credit to apply toward a degree.

The work is given in Fort Wayne just as it is given at the University. The school year is divided into two semesters. The first semester continues from September to February; the second, from February to May. There are sixteen weeks in each semester.

The Office. The executive office of the Fort Wayne Extension Center is located at 114 West Wayne St.; telephone, Anthony 7452.

Class Meetings. Most of the Extension classes meet at 7:30 p.m. A few classes meet at 4:00, some at 6:30 p.m., and some at 8 p.m. The late afternoon classes and the evening classes meet in the Central high school, corner Barr and Lewis streets, Fort Wayne, Indiana.

How Often Do the Classes Meet? Theoretically, the classes are to meet twice a week for fifty minutes; but since the average person would rather come only one evening a week and then stay longer, we have arranged to have our classes meet once a week for one hundred minutes. The term covers sixteen weeks, so one gets the equivalent of thirty-two recitations. A few of the classes such as French, Spanish, or chemistry meet twice a week.

Who Can Take Extension Work? Anyone who shows evidence of ability to pursue the work profitably, and pays the class fee, will be permitted to enroll. Those who want University credit, however, must comply with all entrance requirements specified in the Catalog of Indiana University.

Last semester over seventy-five different occupations were represented by the enrollments. The students range in age from sixteen to eighty-three and have varying degrees of preparation. Of course, those who take the work for credit must be high school graduates or must have had equivalent work.

What Are the Fees? The average cost per recitation hour is very little. The fees are small because extension work is a part of the public school system, partly supported by the state.

No student will be regarded as enrolled in any class until he has paid the required fee.

Anyone who wishes to know in detail about the scope or character of a course may visit one session of the class before paying the required fee. No fees are refunded, except in case a course is withdrawn. Permanent enrollment, however, may be transferred from one course to another by notifying the instructor and securing the approval of the officer in charge of the Center and the consent of the instructor to whose class the transfer is to be made.

A CHARGE OF \$1 WILL BE MADE FOR EACH TRANSFER AFTER THE SECOND WEEK.

To avoid confusion, all fees should be paid at the executive office of the Center. Payments may be made in person or by mail. Instructors are asked not to accept class fees.

Additional Fee for Late Enrollment. Students who pay their fees *after their second attendance at any class* are required to pay a special late enrollment fee of \$1.

Who Are the Instructors? The courses announced in this bulletin are conducted by regular members of the Faculty of Indiana University, by instructors from other institutions, and by experts in professional and business pursuits, appointed as University lecturers. The instructors usually leave the University for one day in the week and come to Fort Wayne for their classes here; some come on Mondays; some on Tuesdays; some Wednesdays, etc. This entails considerable sacrifice on their part, as traveling is physically tiresome and often connections are hard to make; but in order to meet the educational needs of industrious people who cannot leave home, University instructors are willing to make special efforts.

Class Attendance. It is naturally supposed that when one has evinced enough interest to enroll and pay fees, he will attend his class regularly. Attendance is not compulsory, however, except for those taking the work for credit.

Credit. For credit toward a degree or for a certificate of proficiency good attendance at the class sessions is required in addition to satisfactory class work and to the passing of all examinations.

In no case should the number of unexcused absences from class session during any one semester exceed two in a two-hour course, five in a five-hour course, etc.

Teachers are limited to six semester hours of work unless permission is granted to take more. No one may take more than fifteen hours unless by special permission.

Commercial Courses. Indiana University has made provision for the expansion of University Extension Courses in Commerce and Finance. The Fort Wayne Center offers a number of these courses, among which are the following: Auditing; Business Law; Salesmanship; Commercial Correspondence; Accounting; Bookkeeping; Income Tax Problems. A description of these courses will be found in this bulletin.

When and Where Shall One Enroll? One may enroll any time up to and including the second week of the semester. Special enrollment week at the office will be from September 9 to 14, inclusive. Office hours are 8:30 a.m. to 5 p.m. Or one may enroll any evening from 7 to 9 p.m. at the Central high school, corner Barr and Lewis streets, from September 16 to 20, inclusive.

When Do Classes Begin? All classes start the week of September 16 to 20, on the day scheduled in the bulletin.

Scholarships. Indiana University thru the Fort Wayne Center will offer scholarships to two students from each of the three Fort Wayne public high schools. The principal of each high school will coöperate

with the Extension office in deciding upon the merits of each applicant. High school seniors should get in touch with their principal and find out the details.

Extension Credits. Of the 125 or 126 hours required for graduation from the University, sixty may be done by Extension work at Fort Wayne. All the Senior year's work, except four hours, must be done at Bloomington.

A Freshman Course for High School Graduates

Thru *afternoon and evening classes* which are held at the Central high school, beginning Monday, September 16, 1929, the Fort Wayne Extension Center of Indiana University will offer to Fort Wayne high school graduates who are not going away to college, a college Freshman course in Fort Wayne. The second semester begins Monday, February 3, 1930.

In the College of Arts and Sciences the prescribed work for Freshmen is:

- I. Two hours per week of English Composition (English 101).
- II. Five hours per week in some one Foreign Language.
- III. (1) Five hours per week in Mathematics, Physics, or Chemistry; or,
(2) Five hours per week in Anatomy, Astronomy, Botany, Geology, Physiology, or Zoölogy.
- IV. Three hours per week of Elective Work—English, History, or any subject open to Freshmen.
- V. One hour per week in Hygiene (one semester).

The following courses will be offered in Fort Wayne during the year 1929-30 especially arranged for Freshmen:

- I. English Composition (English 101, four hours, required of all Freshmen).
- II. Foreign Language (five hours)—French, Spanish, German.
- III. (1) Mathematics: Algebra (two and one-half hours) and Trigonometry (two and one-half hours) (first semester); Analytical Geometry (five hours), (second semester).
(2) Science (five hours)—Astronomy, Chemistry, Zoölogy, Physiology, Physics, Geology.
- IV. Elective (three hours)—English Literature, History, or any other subject open to Freshmen.
- V. Hygiene.

Upon completion of such a course a student may enter the University with practically Sophomore standing. It is possible for one to do practically two years (sixty credit hours) of college work thru the Fort Wayne Extension Center. These credits are transferable to other universities.

College Courses for Special Groups

Students who are interested in medicine, law, or commerce and finance may do a considerable part of the early work in these courses thru the Fort Wayne Extension Center.

SCHOOL OF MEDICINE

Below is the list of courses required of pre-medic students. One must complete two years of required work before he can enter the School of Medicine. The left-hand column below represents the number of hours required in each subject. The right-hand column represents the number of hours offered in the Fort Wayne Extension Center. Thus it will be seen that practically all of the pre-medic work except military training or physical education may be taken in Fort Wayne.

SUBJECT	Minimum Required Nmbcr of Hours	Number of Hours Offered at FortWayne
Modern Language.....	10	15
English.....	6	6
*Chemistry.....	16	10
Physics.....	8	8
Zoölogy.....	8	4
Embryology.....	3	3
Psychology.....	3	3
Elective.....	8	9
Total.....	62	58

*The six semester hours of required organic chemistry are not offered in Fort Wayne.

SCHOOL OF COMMERCE AND FINANCE

All of the work of the first year (except military training or physical education) in commerce and finance is offered. Also other required and elective subjects may be taken here, making a total of fifty-six hours that may be completed in Fort Wayne.

SUBJECT	Number of Hours Offered at Bloomington	Number of Hours Offered at Fort Wayne
FRESHMAN YEAR—		
First Semester—		
English Composition (Eng. 101a).....	2	2
Algebra (College or Advanced High School)(Math. 102).....	3	3
German, French, or Spanish.....	5	5
Elementary Accounting (Com. 101a).....	2	2
English Literature (Eng. 103).....	3	3
Hygiene.....	1	1
Military Training or Physical Education.....	1	.....
Second Semester—		
English Composition (Eng. 101b).....	2	2
Mathematical Theory of Investment (Math. 116).....	3	3
German, French, or Spanish.....	5	5
Elementary Accounting (Com. 101b).....	2	2
English Literature (Eng. 103).....	3	3
Military Training or Physical Education.....	1	.....
Other Courses Offered in Sophomore, Junior, and Senior Years—		
Science.....	5	5
Psychology.....	3	3
Business Law.....	3	3
Ethics.....	3	3
Electives—		
Commercial Correspondence.....	3	2
Sales Management.....	3	3
Advertising.....	3	2
Total.....	61	57

Other electives in the amount of sixteen semester hours may be chosen from the College of Arts and Sciences.

Graduate Courses

The Fort Wayne Center is now in a position to offer graduate work, and students who have their A.B. degree may do considerable work on their master's degree if there is sufficient demand for such work.

Persons doing full work as teachers may carry as much as five hours per semester toward the hour requirement of the degrees A.M. and M.S.

The method of procedure may be as follows: submit credentials to the Fort Wayne office, and secure application blank, fill out application blank, submit it to the head of the department in which the degree is to be granted for his signature, return blank to the Extension office. The blank will then be mailed to the dean of the Graduate School.

A minimum of thirty hours of graduate credit at Indiana University is required for the master's degree. Twenty of that total of thirty hours must be in one department, or in closely allied departments.

For complete information concerning the rules of the Graduate School, as well as the separate rules for the A.M. or M.S. degree in any department, one should ask for a Bulletin of the Graduate School. This can be supplied by the Fort Wayne Office.

The following courses offered in Fort Wayne during the first semester, 1929-30, as listed in this bulletin, are open only to Seniors and graduate students:

E249. Recent Continental Literature. See page 16.

E748. Research in Secondary Education. See page 11.

E610. Current Educational Literature. See page 11.

E554. The Administration of the Elementary School. See page 12.

E535. Supervision of the Elementary Curriculum. See page 12.

E157. Psychology of Personal Efficiency. See page 29.

Note: The course in Psychology of Personal Efficiency is open to business and professional people also.

Teacher Training

Graduates of high schools who wish to prepare for the teaching profession and who find it necessary to remain at home for a year before going away to college can enroll in courses offered by the Fort Wayne Extension Center, which will count on the regular teacher training course.

Many courses will count on the teacher training and toward a university degree.

The Fort Wayne Center offers many opportunities for teachers to take courses leading to professional advancement and counting toward graduation at the University.

Correspondence Courses

The Fort Wayne Office is supplied with bulletins giving complete information about correspondence work. Work in many different subjects may be done by correspondence.

A COMPLETE HIGH SCHOOL COURSE may now be taken by correspondence. Call the Fort Wayne Office, Anthony 7452, for more complete information.

License Requirements

The Fort Wayne Extension Center offers a number of courses which are of particular help to teachers. For the benefit of those who are interested in gaining additional credit on their licenses we are listing the requirements for certain certificates as set forth in the Bulletin of the School of Education.

SCHOOL OF EDUCATION

Accreditment. The State Board of Education of Indiana has given specific approval of the following teacher training courses in Indiana University:

1. Four-years' courses for regular high school licenses in English, mathematics, Latin, French, Spanish, German, social studies, sciences, home economics, commerce, music, art, and physical education.
2. Four-years' courses for special high school teachers of home economics, music, art, commerce, and physical education.
3. Four-years' courses for administrative and supervisory officers, second grade, as follows: superintendent, general supervisor, high school principal, elementary school principal.
4. One year of graduate work for first grade licenses for these supervisory and administrative officers.
5. Two-years' courses for the training of elementary school teachers for rural schools, primary, intermediate, and grammar grades.
6. Three- and four-years' courses for teachers in special schools for defective children.

Requirements for Certificates. For a detailed statement listing the exact courses required for each kind and grade of license, see Bulletin of the School of Education.

ELEMENTARY SCHOOL TEACHER'S LICENSES

The State Board of Education has made provision for five kinds of elementary licenses. The training curricula for four of these are offered in Indiana University. At present this University does not offer courses leading to the kindergarten license. The curricula offered for elementary school teacher's licenses are those leading to the rural, the primary, the intermediate-grammar grade, and the special elementary school teacher's licenses.

On October 17, 1924, the State Board of Education adopted the following regulations:

"(1) The rural school teacher's license is valid in any elementary school of the state.

“(2) Students completing the first year of the rural school course may enter the second year of either the primary or intermediate-grammar grade course without loss of credit, and, upon completion of the second year of such course, shall receive a corresponding first grade license.”

Beginning November 1, 1928, no teacher employed in elementary grades in a corporation maintaining an accredited school or a commissioned high school shall have less than seventy-two weeks of approved training, provided, that the amount of training required of a teacher of exceptional merit holding a first grade license secured on exchange shall be determined by the local authorities, and, provided further, that other teachers with less than seventy-two weeks of approved training on November 1, 1928, and at that time employed in the elementary grades in such school corporation shall not be affected by this regulation.

In view of the above regulations, students enrolling for the elementary teacher's course at Indiana University are advised to carry the work of the Rural Teacher's Licenses curriculum during their first year.

In the following outlines, numbers in parentheses are the former numbers of courses in the School of Education, which renumbered all courses in December, 1926.

INTERMEDIATE-GRAMMAR GRADE TEACHER'S LICENSE

First Grade

FRESHMAN YEAR

First Semester

Courses	Semester Hours
Introduction to Teaching.....Ed. 101(1)	3
English Literature.....Eng. 102a	3
General Mathematics.....Math. 104t.	3
English Composition.....Eng. 101a	2
Public School Music.....Ed. 122M.(42)	2
Reading and Phonics (emphasis on grammar grades) Ed. 122Re.(61)	2
	—
	15

Second Semester

English Composition.....Eng. 101b	2
Educational Psychology.....Ed. 111(35)	3
United States History.....Hist. 105a	3
Methods in Arithmetic (emphasis on grammar grade) .....Ed. 122Ar.(4Ar.)	2
Geography.....Geol. 109a	5
	—
	15

SOPHOMORE YEAR

First Semester

Courses	Semester Hours
Principles of Instruction and Management..... .....Ed. 221(2)	2
United States and Indiana History.....Hist. 105t.	3
Physiology and Hygiene.....Physiol. 102	3
Observation in the Intermediate and Grammar Grades.....Ed. 223G.(36Bo.)	2
Methods in Social Sciences (emphasis on grammar grades) .....Ed. 222S.S.(4)	2
Methods in the Language Arts.....Ed. 222La.(4)	2
The Nature and Practice of Play.....Phys. Ed. 108	2
	—
	16

Second Semester

	Semester Hours
Community Civics .....Pol. Sci. 101t.	3
Drawing and Handwork.....Ed. 222Dr.(4Dr.)	3
Tests and Measurements.....Ed. 231(79)	2
Children's Literature .....Eng. 173(73)	2
Nature Study .....Zoöl. 104 or Bot. 117t.	2
*Supervised Teaching in the Intermediate and Gram- mar Grades .....Ed. 225G.(36Bt.)	3
	—
	15

Notes:

1. Students are advised to carry the work of this curriculum in the order suggested in the above outline. However, certain alternations are permissible between first- and second-semester courses, but only in the courses herewith noted: Ed. 111(35) instead of Ed. 101(1) the first semester, and Ed. 101(1) in place of Ed. 111(35) the second semester; Hist. 105*a* instead of Math. 104t the first semester, and Math. 104t the second semester in place of Hist. 105*a*; Geol. 109*a* the first semester instead of Eng. 102*a* and Ed. 122M.(42), and Eng. 102*a* and Ed. 122M.(42) the second semester in place of Geol. 109*a*; Ed. 122Re.(61) instead of Ed. 122Ar.(4Ar.) the first semester, and Ed. 122Ar.(4Ar.) in place of Ed. 122Re.(61) the second semester.
2. Students enrolled for this license in the School of Education are relieved from the Freshman requirements of the University, but must carry the prescribed work in physical education and military training.
3. Each student, before he is certified, must meet the standard tests in both handwriting and spelling.
4. Students who have had forty months of successful teaching experience prior to graduation may be exempted from supervised teaching required for the first grade license. Such exemption is based upon a certificate of experience issued by the State Department of Public Instruction. The student must substitute five hours of approved professional work in lieu of the five hours of supervised teaching.

Validity:

An intermediate and grammar grade teacher's license, first grade, is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful experience and professional spirit and is good for teaching in the fourth, fifth, sixth, seventh, and eighth grades of any elementary school and in the seventh and eighth grades of any junior high school.

HIGH SCHOOL TEACHERS' LICENSES

The State Board of Education has made provision for two kinds of high school licenses, as follows: *regular* high school teachers' licenses, first and second grades; and *special* high school teachers' licenses, first and second grades.

Special attention is called to the fact that candidates for the regular high school teachers' licenses must prepare themselves according to

* See note on page 48.

the prescription of the State Board of Education in at least *two* high school branches in two different subject groups.

The State Board of Education has adopted the following regulations:

After November 1, 1927, all teachers of academic subjects—English, Social Studies, Foreign Language, Mathematics, and Science—entering service for the first time in a junior or senior high school shall be graduates of an approved four-year college or normal course.

After November 1, 1927, all teachers entering service for the first time in the seventh and eighth grades of a six-year high school shall have at least one hundred eight (108) weeks of approved training, or in lieu of such training shall hold a first grade license secured in exchange.

REGULAR HIGH SCHOOL TEACHER'S LICENSE

First Grade

Applicants for a regular high school teacher's license, first grade, should present credits and qualifications as follows:

1. Graduation from the University (four-years' course).

2. The successful completion of the following courses, which must be taken in the order named. Work from other institutions which has not been taken in this order will not be credited.

	Semester Hours
Elementary Psychology .....Psy. 101	3
Advanced Educational Psychology.....Ed. 211(17b)	3
Principles of Instruction in the High School.....	
.....Ed. 321(3b)	3
Secondary Education .....Ed. 301(3a)	3
Special Methods in each of the branches in which the student desires his license (two hours each)....	
.....Ed. 322(13)	4
*Supervised Teaching and Observation....Ed. 426(14)	3
	—
	19

* 1. Supervised teaching in departmental work in grades 9 to 12 may be counted as meeting the requirement for high school teachers' licenses for the specific subject in which the license is to be granted.

2. Exemption from supervised teaching may be granted if the student has had twenty-four months of prior teaching experience, eight months of which have been in a junior or senior high school, in one of the branches in which a license is sought. In such case a second grade license will be issued, the same to be converted into a first grade license after two years of successful teaching experience subsequent to graduation. Those exempted, however, must substitute other professional courses for the supervised teaching.

3. Exemption from supervised teaching required for a first grade high school license (junior or senior) may be granted to a student who has had forty months of successful teaching experience prior to graduation. Those exempted, however, must substitute other professional courses for the supervised teaching.

4. A general scholarship average of C is required of all student teachers. A grade of C must be maintained in all professional courses.

5. A laboratory fee of \$5 is required of all student teachers taking supervised teaching.

3. Applicants may not present credits in more than one of the options in the various groups, unless they also present full credits in some other subject group.

4. Semester hours of University credits in at least *two** of the following subject groups and in each of the two subject groups elected in amount as indicated:†

Subject Group	Semester Hours
I. English	24—Total
Grammar and Composition	6
English Literature	9
American Literature .....Eng. 152 or 252	6
Oral Expression	3
II. Mathematics	24—Total
Algebra	Math. 102 3
Geometry.....Math. 106, 212, 226, 244, or 265	6–7
Trigonometry.....Math. 103, 119 or 219	2–3
Calculus	Math. 107 5
Commercial and Advanced Arithmetic	
or	
Mathematics of Finance.....Math. 116	3
Mathematics electives	5
III. Latin	24—Total
(This requirement presupposes two years of Latin in high school.)	
IV. French	24—Total
V. German	24—Total
VI. Spanish	24—Total
VII. Social Studies:	
Option A	36—Total
General History.....Hist. 101, 104, or 202	12
United States History.....	12
Economics	6
Political Science	6
Option B	24—Total
General History.....Hist. 101, 104, or 202	12
United States History.....	12
Option C	24—Total
Economics, Sociology, and Political Science	
(well divided among the three subjects).....	24

* For the requirements for a special high school teacher's license in one subject only see Bulletin of School of Education.

† Students are advised to meet license requirements in three subject groups, if possible, as a wider range of teaching subjects increases the possibilities of obtaining a position.

VIII. Science*

IX. Agriculture (not offered in Indiana University)

X. Industrial Arts (not offered in Indiana University)

XI. †Home Economics	28—Total
Textiles and Clothing.....H. Econ. 102	5
Elementary Dressmaking	H. Econ. 130 3
Foods I: Principles of Cookery.....	H. Econ. 111 5
Foods II: Dietetics.....	H. Econ. 112 4
House Management	H. Econ. 215b 3
Woman and Her Social Relations...	H. Econ. 228 1
‡Chemistry	Chem. 110 5
§Fine Arts	F.A. 118 2

XII. Music or Art (Public School)

a. Music	24—Total
b. Art	24—Total

It is strongly recommended that students in art divide their work equally between the lecture room and the studio.

An applicant who presents 24 semester hours of credit in either Music or Art will be granted a license in that subject, provided such applicant presents full credit in one other subject group.

XIII. Physical Education	26—Total
History and Principles of Physical Education...	
.....	Phys. Ed. 205 3
Physiology	Physiol. 103 5
First Aid	Hyg. 107 2
Nature and Practice of Play.....	Phys. Ed. 108 2
Physical Examinations and Corrective Exercises	
.....	Phys. Ed. 229 3
General and Individual Hygiene.....	Hyg. 102 3
Technique	3
Anatomy	Anat. 114 5

* For details see Bulletin of School of Education.

† One holding this license is entitled to teach in high schools teaching only one unit of Home Economics. If two units of Home Economics are offered, the teacher must be a graduate of an approved four-year college course in Home Economics, or have in addition to the Regular Home Economics License, credit for 4 hours in Home Furnishing, 4 hours in Home Management, 2 hours in Child Development, and 2 hours in Home Nursing.

‡ Prerequisite at Indiana University for Foods II: Dietetics.

§ Prerequisite at Indiana University for Elementary Dressmaking.

XIV. Commercial Subjects:

Option A	24—Total
Beginning Typewriting and Shorthand.....	
.....Com. 140, 142	4
Advanced Typing	2
Advanced Shorthand, including Office Manage-	
ment	8
Accounting	8
*Business Management	2
(Com. 140, 141, 142, 143 do not apply on an	
A.B. degree. These courses do apply on a B.S.	
in Commerce in the teacher's course.)	
Option B	24—Total
Accounting	8
Commercial Geography	10
*Marketing	3
*Sales Management	3
or	
*Retail Merchandising	3
It is recommended that applicants for a license	
in this group take at least 6 hours of political	
economy as their free elective.	

Notes:

Students offering credits in subject groups I, II, VII (Options A, B, and C), and VIII, and distributed approximately as suggested above will be granted a license which is good for teaching all studies included in the particular groups in which full credits are offered.

The choice of the subjects in which the student plans to secure his license should be made at the beginning of the Freshman year, in order that as much of the first year's work as is possible may count toward fulfillment of academic requirements for the high school license.

Validity:

A regular high school teacher's license, first grade, is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful experience and professional spirit, and good for teaching the branches for which the license is issued in any high school (junior or senior) and in the seventh and eighth grades of any elementary school.

* Political Economy (Econ. E101) is a prerequisite for these courses.

Schedule of Evening Classes of the Fort Wayne Center of Indiana University Extension Division at Central High School

Beginning Monday, September 16, 1929

All classes meet in Central high school, corner Barr and Lewis Streets, Fort Wayne, Indiana

MONDAY EVENING CLASSES (September 16)

Hour	Room
4:00 Elementary German, Sec. I.....	108
4:00 Introduction to Teaching.....	106
4:00 Inorganic Chemistry, Sec. I.....	332
4:00 General Physics, Sec. I.....	322
6:15 Conversational French (first semester).....	109
6:15 Advanced Educational Psychology.....	102
6:15 Personnel Management.....	107
7:00 College Algebra.....	103
7:00 Bookkeeping.....	104
7:00 Elementary German, Sec. II.....	108
7:00 Analytic Geometry.....	106
7:00 Inorganic Chemistry, Sec. II.....	332
7:00 General Physics, Sec. II.....	322
7:30 Conversational French (second semester).....	109
7:30 Business Law.....	115
7:50 Secondary Education.....	102
7:55 Business Organization.....	107

TUESDAY EVENING CLASSES (September 17)

Hour	Room
4:00 College Algebra.....	106
4:20 Freshman Composition, E101a, Sec. I.....	107
4:20 American History.....	111
4:30 Clinical Psychology.....	103
4:30 Public Speaking, Sec. I.....	104
5:00 Administration of the Elementary School.....	224
6:20 Freshman Composition, E101a, Sec. II.....	113
6:20 Grammar for Teachers.....	107
6:20 Psychology of Exceptional Children.....	103
6:30 Oral Interpretation.....	104
7:00 Advanced Accounting.....	110
7:00 French Composition and Conversation (second year).....	109
7:00 German Composition and Conversation (second year).....	116
7:00 Europe since 1815.....	111
7:00 English History; General Course.....	111
7:30 Sales Management.....	102
7:55 Elementary Psychology.....	103
8:00 Freshman English Literature.....	113
8:00 Public Speaking, Sec. II.....	104
8:00 Supervision of Instruction in the Elementary School.....	224

WEDNESDAY EVENING CLASSES (September 18)

Hour	Room
4:00 Elementary French, Sec. I.....	109
4:00 Elementary Spanish, Sec. I.....	224
4:20 English Characteristics.....	104
4:20 History of the South.....	107
4:20 Still Life in Charcoal and Water Color.....	Adm. Bldg.
4:30 American Literature.....	102
4:30 Methods in Drawing and Art.....	Adm. Bldg.
6:15 Special Feature Stories.....	103
6:20 Latin-American History.....	107
7:00 Elementary French, Sec. II.....	109
7:00 Elementary Spanish, Sec. II.....	224
7:00 Recent Continental Literature.....	104
7:00 Cost Accounting.....	106
7:00 Mathematical Theory of Investment.....	115
7:30 Auditing.....	116
7:30 Conversational German.....	108
7:30 Short Story.....	102
7:50 Reporting.....	103
7:50 Elementary Advertising.....	103
8:00 Hygiene.....	102
8:00 Community Civics.....	107

THURSDAY EVENING CLASSES (September 19)

Hour	Room
4:00 Plane Trigonometry, Sec. I.....	103
4:00 Elementary German, Sec. I.....	108
4:00 Inorganic Chemistry, Sec. I.....	332
4:00 General Physics, Sec. I.....	322
4:15 Social Psychology (Means of Social Control).....	104
6:20 Social Problems and Education.....	104
6:30 Freshman Composition, E101b.....	107
6:20 Public School Music.....	112
7:00 Plane Trigonometry, Sec. II.....	103
7:00 Elementary German, Sec. II.....	108
7:00 General Physics, Sec. II.....	322
7:00 Inorganic Chemistry, Sec. II.....	332
7:00 Psychology of Personal Efficiency.....	102
7:00 Analytic Geometry.....	106
7:00 Modern French Prose (second year).....	109
8:00 Appreciation of Music.....	112
8:00 History of the Opera.....	112

FRIDAY EVENING CLASSES (September 20)

Hour	Room
4:00 Elementary French, Sec. I.....	109
4:00 Elementary Spanish, Sec. I.....	224
4:00 General Mathematics.....	111
4:15 Embryology.....	103
4:15 Invertebrate Zoölogy.....	103
4:30 Elementary Botany.....	104
7:00 Elementary Physiology.....	103
7:00 Elementary French, Sec. II.....	109
7:00 Elementary Spanish, Sec. II.....	224
7:00 General Mathematics, Sec. II.....	111
7:00 Modern German Authors (second year).....	108

SATURDAY CLASSES (Saturday Classes begin September 14, 1929)

Hour	Room
9:00 Research in Secondary Education.....	104
9:00 Supervision of the Elementary Curriculum.....	103
9:00 Community Civics or National and International Questions of Today.....	102
1:00 Current Educational Literature.....	103

Schedule of Classes

All numbers indicate rooms at Central high school, corner Barr and Lewis streets, where Extension classes are held.

Subject	Day and hour of first meeting of class	Room
BOTANY—		
Elementary Botany	Friday, September 20, 4:30 p.m.....	104
CHEMISTRY—		
Inorganic Chemistry, Sec. I.....	Monday, September 16, 4:00 p.m.....	332
Inorganic Chemistry, Sec. II.....	Monday, September 16, 7:00 p.m.....	332
COMMERCE AND FINANCE—		
Advanced Accounting.....	Tuesday, September 17, 7:00 p.m.....	110
Auditing, Part I.....	Wednesday, September 18, 7:30 p.m.....	116
Bookkeeping and Accounting.....	Monday, September 16, 7:00 p.m.....	104
Business Law.....	Monday, September 16, 7:30 p.m.....	115
Cost Accounting.....	Wednesday, September 18, 7:00 p.m.....	106
Elementary Advertising.....	Wednesday, September 18, 7:50 p.m.....	103
Business Organization.....	Monday, September 16, 7:55 p.m.....	107
Personnel Management.....	Monday, September 16, 6:15 p.m.....	107
Sales Management.....	Tuesday, September 17, 7:30 p.m.....	102
COMPARATIVE PHILOLOGY—		
English Grammar for Teachers.....	Tuesday, September 17, 6:20 p.m.....	107
ECONOMICS AND SOCIOLOGY—		
Social Problems and Education.....	Thursday, September 19, 6:20 p.m.....	104
EDUCATION—		
Administration of the Elementary School.....	Tuesday, September 17, 5:00 p.m.....	224
Advanced Educational Psychology.....	Monday, September 16, 6:15 p.m.....	102
Current Educational Literature.....	Saturday, September 14, 1:00 p.m.....	103
Introduction to Teaching.....	Monday, September 16, 4:00 p.m.....	106
Methods in Drawing and Art.....	Wednesday, September 18, 4:30 p.m.....	Adm.Bldg.
Psychology of Exceptional Children.....	Tuesday, September 17, 6:20 p.m.....	103
Public School Music.....	Thursday, September 19, 6:20 p.m.....	112
Research in Secondary Education.....	Saturday, September 14, 9:00 a.m.....	104
Secondary Education.....	Monday, September 16, 7:50 p.m.....	102
Supervision of the Elementary Curriculum.....	Saturday, September 14, 9:00 a.m.....	103
Supervision of Instruction in the Elementary School.....	Tuesday, September 17, 8:00 p.m.....	224
ENGLISH—		
American Literature.....	Wednesday, September 18, 4:30 p.m.....	102
Freshman Composition, Sec. I.....	Tuesday, September 17, 4:20 p.m.....	107
Freshman Composition, Sec. II.....	Tuesday, September 17, 6:20 p.m.....	113
Freshman Composition E101b.....	Thursday, September 19, 6:30 p.m.....	107
English Characteristics.....	Wednesday, September 18, 4:20 p.m.....	104
Recent Continental Literature.....	Wednesday, September 18, 7:00 p.m.....	104
Oral Interpretation.....	Tuesday, September 17, 6:30 p.m.....	104
Public Speaking, Sec. I.....	Tuesday, September 17, 4:30 p.m.....	104
Public Speaking, Sec. II.....	Tuesday, September 17, 8:00 p.m.....	104
Short Story.....	Wednesday, September 18, 7:30 p.m.....	102
Special Feature Stories.....	Wednesday, September 18, 6:15 p.m.....	103
Freshman English Literature.....	Tuesday, September 17, 8:00 p.m.....	113
English Grammar for Teachers.....	Tuesday, September 17, 6:20 p.m.....	107
FINE ARTS—		
Still Life in Charcoal and Water Color.....	Wednesday, September 18, 4:20 p.m.....	Adm.Bldg.
Methods in Drawing and Art.....	Wednesday, September 18, 4:30 p.m.....	Adm.Bldg.
FRENCH—		
Elementary French, Sec. I.....	Wednesday, September 18, 4:00 p.m.....	109
Elementary French, Sec. II.....	Wednesday, September 18, 7:00 p.m.....	109
French Composition and Conversation (second year).....	Tuesday, September 17, 7:00 p.m.....	109
Modern French Prose.....	Thursday, September 19, 7:00 p.m.....	109
Conversational French (first semester).....	Monday, September 16, 6:15 p.m.....	109
Conversational French (second semester).....	Monday, September 16, 7:30 p.m.....	109

SCHEDULE OF CLASSES—Continued

Subject	Day and hour of first meeting of class	Room
GEOLOGY—		
General Geology.....	Time to be arranged	
Physical Geography.....	Time to be arranged	
GERMAN—		
Elementary German, Sec. I.....	Monday, September 16, 4:00 p.m.....	108
Elementary German, Sec. II.....	Monday, September 16, 7:00 p.m.....	108
Second-Year Composition and Conversation.....	Tuesday, September 17, 7:00 p.m.....	116
Modern Authors.....	Friday, September 20, 7:00 p.m.....	108
Conversational German.....	Wednesday, September 18, 7:30 p.m.....	108
HISTORY—		
American History.....	Tuesday, September 17, 4:20 p.m.....	111
English History: General Course.....	Tuesday, September 17, 7:00 p.m.....	111
Europe Since 1815.....	Tuesday, September 17, 7:00 p.m.....	111
History of the South.....	Wednesday, September 18, 4:20 p.m.....	107
Latin-American History.....	Wednesday, September 18, 6:20 p.m.....	107
HYGIENE—		
Elementary Hygiene.....	Wednesday, September 18, 8:00 p.m.....	102
JOURNALISM—		
Elementary Advertising.....	Wednesday, September 18, 7:50 p.m.....	103
Reporting.....	Wednesday, September 18, 7:50 p.m.....	103
Special Feature Stories.....	Wednesday, September 18, 6:15 p.m.....	103
LAW—		
Business Law.....	Monday, September 16, 7:30 p.m.....	115
MATHEMATICS—		
College Algebra, Sec. I.....	Monday, September 16, 7:00 p.m.....	103
College Algebra, Sec. II.....	Tuesday, September 17, 4:00 p.m.....	106
Plane Trigonometry, Sec. I.....	Thursday, September 19, 4:00 p.m.....	103
Plane Trigonometry, Sec. II.....	Thursday, September 19, 7:00 p.m.....	103
Analytic Geometry.....	Monday, September 16, 7:00 p.m.....	106
General Mathematics, Sec. I.....	Friday, September 20, 4:00 p.m.....	111
General Mathematics, Sec. II.....	Friday, September 20, 7:00 p.m.....	111
Mathematical Theory of Investment.....	Wednesday, September 18, 7:00 p.m.....	115
MUSIC—		
Appreciation of Music.....	Thursday, September 19, 8:00 p.m.....	112
History of the Opera.....	Thursday, September 19, 8:00 p.m.....	112
Public School Music.....	Thursday, September 19, 6:20 p.m.....	112
PHYSICS—		
General Physics, Sec. I.....	Monday, September 16, 4:00 p.m.....	322
General Physics, Sec. II.....	Monday, September 16, 7:00 p.m.....	322
PHYSIOLOGY—		
Elementary Physiology.....	Friday, September 20, 7:00 p.m.....	103
POLITICAL SCIENCE—		
Community Civics.....	Wednesday, September 18, 8:00 p.m.....	107
Community Civics or		
National and International Questions of Today.....	Saturday, September 14, 9:00 a.m.....	102
PSYCHOLOGY AND PHILOSOPHY—		
Social Psychology (Means of Social Control).....	Thursday, September 19, 4:15 p.m.....	104
Elementary Psychology.....	Tuesday, September 17, 7:55 p.m.....	103
Advanced Educational Psychology.....	Monday, September 16, 6:15 p.m.....	102
Psychology of Personal Efficiency.....	Thursday, September 19, 7:00 p.m.....	102
Clinical Psychology.....	Tuesday, September 17, 4:30 p.m.....	103
SPANISH—		
Elementary Spanish, Sec. I.....	Wednesday, September 18, 4:00 p.m.....	224
Elementary Spanish, Sec. II.....	Wednesday, September 18, 7:00 p.m.....	224
ZOOLOGY—		
Embryology.....	Friday, September 20, 4:15 p.m.....	103
Invertebrate Zoölogy.....	Friday, September 20, 4:15 p.m.....	103

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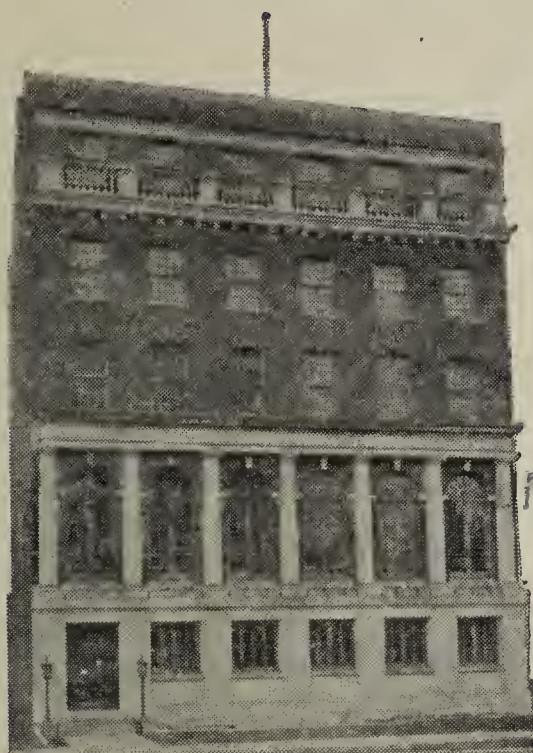
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Bulletin of the Extension Division
Indiana University

INDIANAPOLIS CENTER



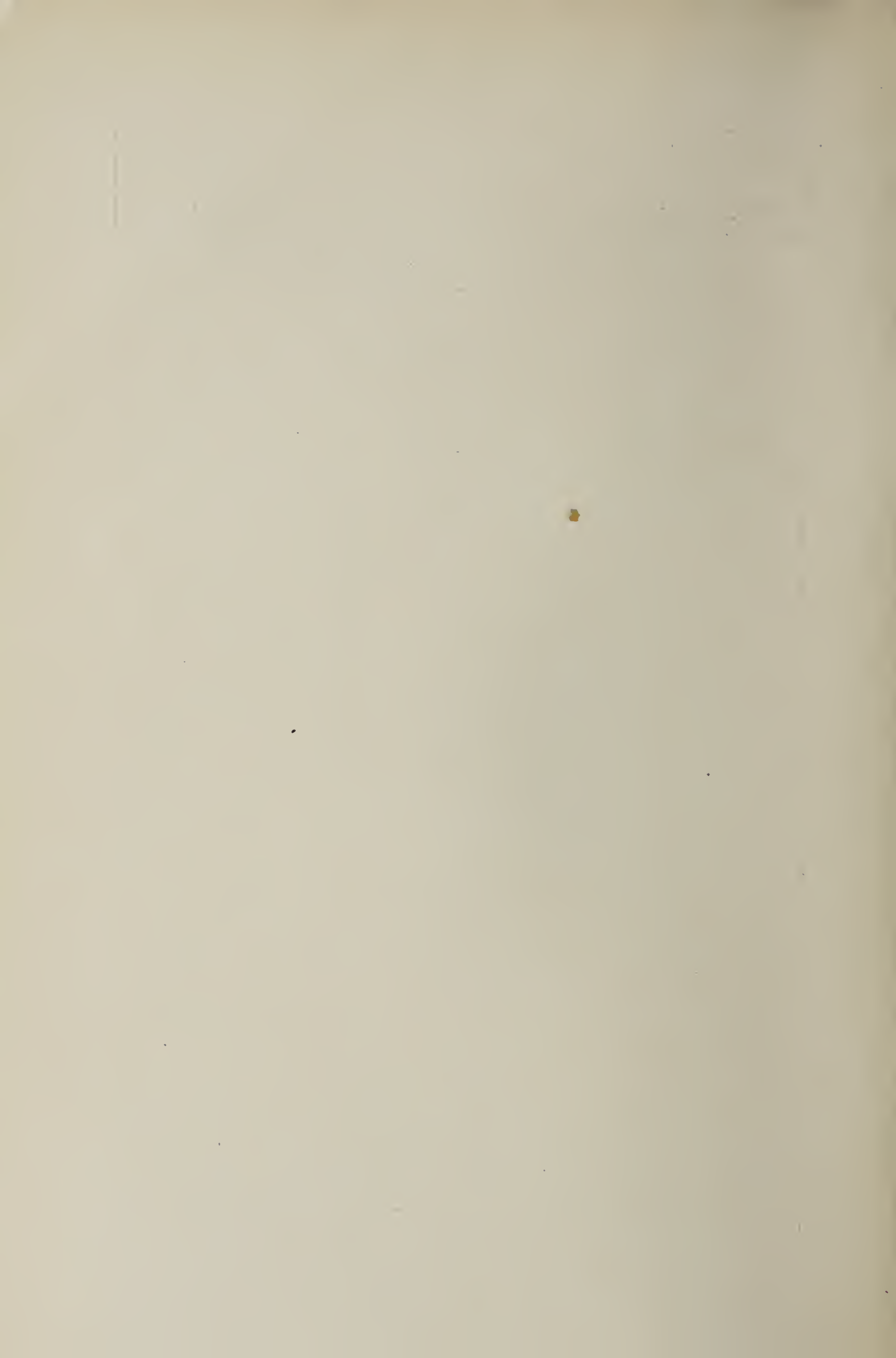
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BULLETIN OF THE EXTENSION DIVISION, INDIANA UNIVERSITY

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JUNE, 1929

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UNIVERSITY OF ILLINOIS

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General Information

University Extension is an instrument for carrying to the general public the privileges of a University.

Extension Classes are organized all over the state by the Extension Division of Indiana University for:

1. Persons engaged in business who desire further business training.
2. Teachers and prospective teachers who desire professional training.
3. Those who desire enrichment of their lives thru the pursuit of truth, beauty, and understanding.

The Office of the Indianapolis Extension Center is at 122 East Michigan Street: Riley 4297.

The Office Hours are: Monday to Friday, 8:30 a.m. to 9:45 p.m.; Saturday, 8:30 a.m. to 1 p.m., from September 26 to June 7. Students desiring advice on programs of study and matters relating to credentials should visit the office between the hours of 8:30 and 5 or else arrange for special conferences. The office will be open until 6:30 p.m. from September 19 to 26.

Most Classes Meet at 122 East Michigan Street, but some are held at the Riley Hospital and at the Dental School. Each two-hour class meets sixteen times unless otherwise stated in this bulletin. Three-hour classes meet seventeen times. For a schedule of classes, see page 43.

Classes Begin Thursday, September 26.

Classes are Open to any adult who can pursue the work with profit. University credit, however, is granted only to those who comply with the University entrance conditions. The Division is always ready to certify to any work successfully completed.

Registrations for classes are received at any time. After October 24 students are admitted to classes only upon the approval of the instructor. *Registration is not complete until the fee for the class has been paid.*

Fees are Payable in full at the time of registration. Students registering for more than one course, however, may pay for one course at registration. The remainder must be paid for by October 26.

Refunds. Fees, minus \$1 for registration, will be refunded only upon written application received previous to the third meeting. Refund of half the fees may be made upon written application received previous to the sixth meeting.

Registrations are Received only in the office of the Center, where students may fill out the proper blanks, pay their fees, and receive the cards admitting them to classes. *After October 12, an extra fee of \$1 for late registration is charged.*

Consultation on programs of work is offered by the Faculty representatives in the office at all reasonable times. Deans of the College of Arts and Sciences and the School of Education will be at the office in the afternoon and evening, Friday, September 27.

University Credit is given to each student upon the satisfactory completion of a course, provided the student has met all prerequisites, including the entrance requirements of the University. The requirements are given on page 30.

Class Attendance must be regular. Credit may not be given to any student who has not attended three-fourths of the class meetings unless arrangements can be made with the instructor for making up the work of the lost meetings.

Visiting Classes at the opening of the semester by prospective students is permitted. *No person may attend the same class twice without paying the fee.*

An Examination Fee of \$1 is charged students who take examinations at other than the regular times.

Instructors are regular members of the Faculty of Indiana University or specially qualified business and professional men who have been formally approved as Extension Lecturers by the University.

Classes are Withdrawn in case the registration is deemed insufficient to warrant offering them.

The Maximum Work that may be taken by a student is fifteen hours per semester, the equivalent of full-time University work. Persons employed full time are not encouraged to take more than two courses at a time. Complete requirements for graduation are published in the University Catalog. Additional information is given on page 31 of this bulletin.

Freshman and Sophomore Work may be completed in Indianapolis by a student who chooses his work wisely in consultation with the officers of the Center. For Freshman courses see page 32.

Correspondence Courses, offered by the University, may be carried to supplement class work in the Indianapolis Center. Interested persons will be given the announcement of Correspondence Courses.

One-half of the University Course may be completed in the Extension Division, but Bachelor's degrees are given only to those whose last year's work is done in residence at Bloomington.

Certificates in Commerce are given to students who complete a three-years' course outlined by the Extension Division. See page 34.

The Master's Degree in certain subjects may be earned entirely by work in the Indianapolis Center. See page 38.

For the Degree of Doctor of Philosophy, see page 41.

Attendance at Other Colleges. No student carrying full time work at any other college is permitted to enroll in an Extension class without written approval of his Dean.

Teacher Training may be obtained in the Indianapolis Center. See page 36.

Purdue University Accepts for credit on the engineering curriculum certain courses offered in the Indianapolis Center. See page 33.

A Circulating Library, consisting of books owned by the Division and a deposit by the Indianapolis Public Library, is available to students during office hours and until 9:45 p.m. from Monday to Friday.

Courses are Described in detail on the following pages.

A New Lecture Course

LIFE VIEWS OF GREAT MEN OF LETTERS

This course of twelve lectures is offered in an effort to give some of the more significant views of the great thinkers of all time. The lectures will be held on Tuesday evenings at 8 o'clock on the first floor of the Extension Division Building. The fee for non-credit students who wish merely to listen in is \$3. The fee for credit students who intend to keep notebooks is the usual fee of \$5 for a one-hour course. The first lecture is open to the public. The speakers, with their subjects and dates, are as follows:

Tuesday, October 1.	President William Lowe Bryan.....	Plato
Tuesday, October 8.	Professor Frank W. Tilden.....	Homer
Tuesday, October 15.	Dean Selatie E. Stout.....	Lucretius, Seneca, Cicero
Tuesday, October 22.	Professor Stith Thompson.....	Chaucer
Tuesday, October 29.	Professor Henry H. Carter.....	Shakespeare
Tuesday, November 5.	Professor Will T. Hale.....	Browning
Tuesday, November 12.	Professor W. E. Jenkins.....	Ibsen
Tuesday, November 19.	Professor Bert J. Vos.....	Goethe
Tuesday, November 26.	Professor Lander MacClintock.....	Rousseau, Molière
Tuesday, December 3.	Professor Ulysses G. Weatherly.....	Carlyle
Tuesday, December 10.	Professor Charles J. Sembower.....	Emerson
Tuesday, December 17.	Professor George D. Morris.....	Balzac

Astronomy Discussions

Professor Kenneth P. Williams, of the Mathematics Department of the University, will offer a series of five conferences on astronomy, on alternate Monday evenings at 8 o'clock at the Extension Division offices, beginning October 14. The discussions will be designed for people who wish an introduction to astronomy, and will be illustrated. Provision will be made for members of the group to visit the University observatory at Bloomington. A continuation series of conferences will be arranged if the interest seems to warrant it.

Outlines of the work with suggested readings will be available at the Extension Division offices. Persons interested in joining the group may secure these mimeographed materials free of charge. The fee for the course will be \$3.

Description of Courses

The following descriptions cover courses which carry credit toward a degree. The credit courses are practically identical with those offered in residence at the University. A student who receives credit for an extension course is not permitted to take the same or similar course in residence and receive credit for both.

The letter **E**, which appears with each course number, indicates merely that the course is offered by the Extension Division at Indianapolis. The letters **a** and **b** indicate which semester of the year's work is being announced if the course is one which is given thruout the University year. The course in Clinical Psychology is given at the Riley Hospital. The courses in Chemistry and General Biology are given at the School of Dentistry, Pennsylvania and Walnut Streets. *All other classes meet at 122 East Michigan Street.*

Course numbers were changed some time ago by the addition of prefixed "1" and "2," the more elementary courses being in the one hundreds and the more advanced in the two hundreds.

Courses marked with an asterisk (*) are available for graduate credit.

"Graduate credit" means credit earned *after graduation* from a four-year university course, and intended for application toward an advanced university degree. This term should not be confused with the simple term "credit" which is used thru the bulletin to mean credit *toward graduation* with the A.B. or B.S. degree. The fee for courses taken for "graduate credit" is \$7.50 per credit hour; the fee for other courses is \$5 per credit hour.

ACCOUNTING

N.B. At the discretion of the instructor any class in accounting, except Course 102, may be held beyond the scheduled hour of closing.

E101a. Principles of Accounting. Part I. Section 1, Monday, 6-8:15 p.m.; Section 2, Wednesday, 6-8:15 p.m. Room 20. Three hours' credit. Fee \$15. Mr. STREIGHTOFF.

This beginners' course is open to those who have never kept books or studied bookkeeping. The work consists of lectures, discussions, drills, problems, and the keeping of practice books. The student learns the fundamental principles of accounting and has practice in operating several books of original entry, the general ledger, subsidiary ledgers, and control accounts. The trial balance and simple working sheet are used as an aid in closing books and in drafting balance sheets and operating statements. The accounting for sole proprietorships and for partnerships is emphasized. (Cost of books about \$5.)

E101b. Principles of Accounting. Part II. Tuesday, 6-8:15 p.m. Room 20. Three hours' credit. Fee \$15. Mr. STREIGHTOFF.

A continuation of Course 101a, open to students who have had one year of high school bookkeeping, to bookkeepers of somewhat limited experience, and to others upon permission of the instructor. The study centers about an incorporated manufacturing business using a voucher system and several subsidiary ledgers. Attention is devoted to the accounting peculiar to corporations including stocks, bonds, sinking funds, reserves, surpluses, dividends, and financial statements. The course concludes with a consideration of the interpretation of financial statements. A practice set is supplemented with many problems. (Cost of books about \$5 to new students.)

E102a. Advanced Accounting. Part I. Thursday, 6:15-8 p.m. Room 20. Two hours' credit. Fee \$10. Mr. STREIGHTOFF.

This is the first half of a course which runs thruout the year. Among the subjects covered are a thoro study of the balance sheet; profit and loss statement, the statements of application of funds, accounting for changes in net profits, the financial budget in its accounting aspects, and the correction of errors in consolidated statements. The second half of the course, which will be offered the second semester, will cover such subjects as insolvency and dissolution, accounting for consignments, joint ventures, branches and merchandising establishments, and the settlements of insurance losses and of estates. (Cost of text for the year about \$5.)

E205. Cost Accounting. Tuesday, 7:45-10 p.m. Room 34. Three hours' credit. Fee \$15. Mr. PRICKETT.

Purpose of cost accounting; the handling of material, labor, and burden; cost records; capital costs; by-product and joint product; estimation; cost systems; etc. Text, lectures, readings, and illustrative practice work. Prerequisites, Commerce 101, 102.

E232. Accounting Problems. Thursday, 8-9:45 p.m. Room 20. Two hours' credit. Fee \$10. Mr. STREIGHTOFF.

This class will study some of the more advanced problems in accounting such as those having to do with consolidated statements, the settlement of estates, and actuarial problems. Open only to advanced students upon consultation with the instructor.

E203. Auditing. The course in Auditing will be offered in the second semester.

ART

E205a. History and Appreciation of Painting. Monday, 6:15-8 p.m. Room 44. Two hours' credit. Fee \$10. Miss STILLSON.

These discussions will begin with the painting of Sienna and Florence, and will include a study of the work of Leonardo da Vinci, Raphael, Michael Angelo, the great Venetians, as well as the schools of painting north of the Alps. The lectures will be illustrated. The course is one of exceptional cultural value.

CHEMISTRY

- E101. Inorganic Chemistry.** Tuesday and Thursday, 6-9 p.m. Chemical laboratory at School of Dentistry. Five hours' credit. Fee \$25.

Dr. DAVISSON.

Lectures, demonstrations, and laboratory work covering the regular introductory course in chemistry. The work deals with the laws and theoretical principles of the subject with specific study of the more common elements and their compounds. This course will be followed the second semester by Course 103, Qualitative Analysis. Students may be charged a small fee to cover reagents and breakage.

- E103. Qualitative Analysis.** This course will be given in the second semester.

- E104. Quantitative Analysis: Gravimetric Analysis.** Monday and Wednesday, 6-9 p.m. Chemical Laboratory, School of Dentistry. Two and one-half hours' credit, first eight weeks.

Dr. DAVISSON.

- E105. Quantitative Analysis: Volumetric Analysis.** Monday and Wednesday, 6-9 p.m. Chemical Laboratory, School of Dentistry. Two and one-half hours' credit, second eight weeks.

Dr. DAVISSON.

The two courses taken consecutively during the first semester constitute a semester's work as carried on at the University. Students should enroll for the whole course in the fall, paying the total fee of \$25 for five hours' credit. The prerequisites for University credit are inorganic chemistry and qualitative analysis.

COMMERCE

- E212. Principles of Investment.** Tuesday, 6:15-8:30 p.m. Room 41. Three hours' credit. Fee \$15.

Mr. CAMP.

The purpose of the course is to give a general survey of the field of investment and to point out the necessity and methods of analyzing securities before purchase. It includes a study of the forms of investment securities, tests of investments, government and municipal bonds, railroad securities, public utility securities, industrial securities, fiduciary investments, investment institutions, distribution of risk, and sources of information. Prerequisites for credit, Economics E101, Commerce 211.

- E213. Business Management.** Tuesday, 6:15-8:30 p.m. Room 45. Three hours' credit. Fee \$15.

Mr. KUNST.

The course aims to show the nature, complexity, and inter-relationship of the problems confronting the executives of a modern business. In part its purpose is to serve as an introductory and coördinating course to the more specialized courses offered by the school. Starting new enterprises; location and site; organization of management and procedures; financing; credit management; financial and cost accounting; forecasting and business statistics; production control; purchasing; stor-

ing; the work of the traffic department and general office; selling and advertising, labor management, research, external relations; business as a profession. Prerequisites for credit, Economics E101, Commerce 101.

E214. Sales Management. Tuesday, 6-7:45 p.m. Room 34. Two hours' credit. Fee \$10. Mr. PRICKETT.

A treatment of the varied problems of commodity analysis; psychology of selling; sales organization; campaigns; conventions; quota systems; legal aspects; ethics; sales schools; special fields, such as retail, specialty, etc. Covers the product, the men, the organization, and the market. Both structure and functioning. Prerequisites, Economics E101, Commerce 101.

E234a. Personnel Management. Wednesday, 6:15-8:30 p.m. Room 31. Three hours' credit. Fee \$15. Mr. KUNST.

Origin and nature of personnel work in modern business; relation of personal service work and the business problem of personnel; place of the personnel department in the organization; job analysis and the labor audit; employment department—developing a labor supply; interviewing, testing, and hiring applicants; transfers, promotions, and separations; training; wage determination; non-financial incentives; hours; rest periods; vacation policies; shop rules; personnel records and statistics; safety; health, physical working conditions; profit-sharing; employee stock ownership; employee insurance and pensions; securing the coöperation of the management, department heads, minor executives, and workers; employee representation; union relations. Prerequisite, Commerce 213.

E260a. Principles of Business Law. Wednesday, 6:15-8:30 p.m. Room 42. Three hours' credit. Fee \$15. Mr. REDDING.

The general principles of the law of contracts, sales agency, and negotiable instruments. Based on a thoro study of cases. Credit will not be given until the entire course of two semesters is completed. Prerequisite for University credit, Economics 101, Commerce 101.

ECONOMICS

EE101a. Political Economy. Monday, 6:15-8:30 p.m. Room 42. Three hours' credit. Fee \$15. Mr. CHEW.

This is the first half of a course planned to run thruout the year. No University credit is allowed for either half of the course until both halves have been completed, but either half may be taken first. The course presents the principles underlying business relations and applies these principles to such specific problems as production, consumption, trade, transportation, insurance, and labor problems. A thoro knowledge of these principles is essential to the comprehension of modern political, social, and industrial problems, movements, and measures. The course is therefore prerequisite to University credit in advanced courses in economics and commerce. (Cost of text for the year approximately \$4.)

EDUCATION

On page 36 there is a statement about elementary teacher training and a list of professional and academic courses that will be given this year.

E101. Introduction to Teaching. Monday, 5:45-8 p.m. Room 34. Three hours' credit. Fee \$15. Mr. CAVANAUGH.

An elementary course, designed to acquaint the student with present-day educational problems and the use of the scientific method in their solution. This course is basic and is required of all elementary school teachers.

E122Re. Reading and Phonics. Tuesday, 5:45-7:30 p.m. Room 1. Two hours' credit. Fee \$10. Mr. CARTER.

The entire field of methods in teaching reading will be covered. Considerable attention will be given to vocabulary building. Most emphasis will be put on silent reading in relation to proper study habits. Methods of promoting and testing pupils' development in specific reading habits will be demonstrated and studied.

E231. Educational Tests in the Elementary School Subjects. Saturday, 10:45 a.m.-12:30 p.m. Room 31. Two hours' credit. Fee \$10. Mr. CARTER.

This is one of the regular second-year courses required for a first grade elementary school license. It gives general familiarity with standardized tests in all elementary school subjects. An opportunity will be given to make a more intensive study of tests in one particular subject. (The hour may be changed to 8:45 after the first meeting.)

E301. Secondary Education. Thursday, 5:45-8 p.m. Room 41. Three hours' credit. Fee \$15. Mr. CARTER.

This course deals with important facts about secondary education that all high school teachers should know. Some of the main topics are: development of secondary education in the United States and Europe, the relation of secondary schools to elementary schools and colleges, qualifications and duties of teachers, character of the high school student body, extra-curricular activities, the reorganization movement in administration including the junior high school, and the reorganization of the curriculum.

E411. Advanced Educational Psychology. Monday, 5:45-8 p.m. Room 41. Three hours' credit. Fee \$15. Mr. CARTER.

The readings, exercises, and problems of the course will aid the teacher in such practical teaching activities as: (1) analyzing typical study processes; (2) diagnosing causes of failure in different kinds of school work; (3) planning remedial treatment for specific weaknesses; and (4) arranging conditions most favorable to economical learning. Required for the high school licenses. Not open for graduate credit.

- *E503. Advanced History of Education.** Wednesday, 5:45-7:45 p.m. Room 40. Two and one-half hours' credit. Fee \$12.50 (\$18.75 for graduate credit). Mr. FOSTER.

A survey of the development of education with special reference to aims, organization, administration, and methods employed by the various peoples from the beginning of history to the present time. The relation of education to other factors of civilization and historical movements will be constantly kept in mind. The textbook work will be supplemented by readings from some of the world's greatest educational classics. A graduate course open to Seniors upon the approval of the instructor.

- *E504. Development of Public Education in the United States.** Wednesday, 7:45-9:45 p.m. Room 40. Two and one-half hours' credit. Fee \$12.50 (\$18.75 for graduate credit). Mr. FOSTER.

This course traces the history of education in the United States from its beginning to the present time and places considerable emphasis upon the relation of education to various other factors of historical development. Considerable attention will be given to the problems of an educational character that confront the American nation today. A graduate course open to Seniors upon the approval of the instructor.

- *E517. Mental Measurements.** Thursday, 6-8 p.m. Room 44. Two and one-half hours' credit. Fee \$12.50 (\$18.75 for graduate credit). Mr. YOUNG.

This course includes theoretical considerations of the following topics as related to intelligence tests: what they are, how select one, how give them, what they measure, how reliable they are, how to score them, how to interpret them, what their value is, and how to use them in the classification of school children. For practical purposes, students take tests and give tests to others, and then tabulate, interpret, and report results to the class. A graduate course open to advanced students in education and psychology who have had Education 111 or Psychology 101.

- *E535. Supervision of the Elementary School Curriculum.** Thursday, 5:45-7:45 p.m. Room 40. Two and one-half hours' credit. Fee \$12.50 (\$18.75 for graduate credit). Mr. WRIGHT.

The purpose of this course is to introduce the student to scientific methods of curriculum making. Some of the problems to be attacked are the relation of aims and objectives to the content of instruction; relation of the fundamental requirements of our modern life to the work of the school; criteria and standards for the selection of subject-matter; the relative importance of knowledge, habits, activities, interests, ideals, and methods in the curriculum; the methods of investigation to determine curriculum content; and how to proceed with curriculum revision and its installation. A graduate course open to Seniors by special permission.

- *E551. School Administration.** Saturday, 8:45-10:45 a.m. Room 33. Two and one-half hours' credit. Fee \$12.50 (\$18.75 for graduate credit). Mr. LEWIS.

An introductory study of the problems involved in the administration of public school systems. The state as the unit in educational control; organization of state departments of education; county educational organization; town, township, and district organization; the city school district. Problems of the city school district; its evolution; organization of boards for school control; functions of such boards; the evolution of the office of school superintendent; the superintendent as organizer, as executive, as supervisor; the organization of city school departments; the teaching corps; the courses of instruction; the testing movement; health supervision; attendance; business and clerical department; properties department; costs and accounting; records and reports; applications of city school system experience to state and county educational organization. Texts, references, and special reports. A graduate course open to Seniors upon approval of the instructor.

- *E562. Principles and Organization of Vocational Education.** Saturday, 10:45 a.m.-12:45 p.m. Room 33. Two and one-half hours' credit. Fee \$12.50 (\$18.75 for graduate credit). Mr. LEWIS.

Introduction to the principles and organization of vocational education of less than college grade. Needs for vocational education as indicated by school elimination and the working problems of adolescent and older employees; preparatory and upgrading functions of vocational education; federal and state vocational education laws; prevocational education and exploratory values; vocational education for agriculture, commercial employments, home-making, and trade and industrial employments. The problems of industrial education for women; foremanship training; the rehabilitation of disabled civilians; part-time education; evening school education. Texts, references, lectures, and reports. A graduate course open to Seniors upon approval of the instructor.

- *E577. Educational Objectives of the Work of the Physical Director and Athletic Coach.** Tuesday, 7:45-9:45 p.m. Room 44. Two and one-half hours' credit. Fee \$12.50 (\$18.75 for graduate credit). Mr. PATTY.

This is a course planned to be of special interest to teachers of physical training, athletic coaches, and school administrators. School administrators are becoming especially interested in problems considered in this course because of recent requirement in the state of Indiana that at least one unit of physical education and health instruction must be given to each high school student, including the Freshman class of 1928. The course includes a brief consideration of the present status of physical education; a special evaluation of the aims of physical education with relation to the entire educational program; a brief study of the physical characteristics of adolescent youth; a survey of aims and objectives of representative cities and states; a consideration of legal provisions for physical education in Indiana and of the relation of funda-

mental objectives and beliefs of the Indiana High School Athletic Association to the accepted objectives in education; tests of development and progress; especial problems of physical education for girls and women; contributions of each of various sports to educational objectives; place of corrective physical education and medical examinations on the physical education program and similar topics. The course will apply as an elective on any advanced degree or license at Indiana University. Required for candidates for the special degree for physical directors. A graduate course open to Seniors upon approval of the instructor.

***E701, 702. Seminar in Education.** Tuesday, 5:45-7:45 p.m. Room 44.
Two hours' credit. Fee \$15. Mr. PATTY.

Essential principles underlying basic methods of research in education; examination and evaluation of plans and results of investigations and experiments. Credit is no longer deferred until the student's thesis is accepted. Required of all candidates for an A.M. and a Ph.D. degree in Education at Indiana University.

***E708. Seminar in Supervision of Elementary Instruction.** Thursday, 7:45-9:45 p.m. Room 40. Two hours' credit. Fee \$15.
Mr. WRIGHT.

Intensive and experimental study of special phases of the elementary school curriculum; special problems studied according to the interests and needs of the group.

***E714. Seminar in Educational Psychology.** Saturday, 8:45-10:30 a.m. Room 31. Two hours' credit. Fee \$10 (\$15 for graduate credit). Mr. CARTER.

The course applies psychological principles and methods in giving teachers practical experience in the preparation and experimental use of "learning exercises" and "study helps" for upper grade and high school pupils. Such material (1) gives pupils very definite things to do in preparing each lesson; (2) it insures much thought during study; (3) it enables pupils to learn many things for themselves that they would not learn otherwise; (4) it provides for fairly wide individual differences; (5) it lays a good basis for the diagnosis of pupils' difficulties; and (6) it is almost necessary in giving systematic training in study habits. There will be an opportunity to work in one of three or four groups that will prepare material based on many different texts in actual use in the schools. A graduate course open to Seniors upon approval of the instructor. (If more students can take the course from 10:45 a.m. to 12:45 p.m., the class will meet then. The plan is to accommodate the persons who want to take two graduate courses on Saturday morning.)

The tentative schedule of graduate courses in education for the second semester includes the following courses:

***E521. Scientific Studies in Elementary School Teaching.** Saturday, 8:45 or 10:45 a.m. Mr. CARTER.

- *E536. Supervision of Instruction in the Elementary School. Thursday, 5:45 p.m. Mr. WRIGHT.
- *E553. Junior High School Problems. Tuesday, 5:45 p.m. Mr. PATTY.
- *E563. Supervision and Administration of Vocational Education. Saturday, 8:45 a.m. Mr. LEWIS.
- *E564. Vocational Guidance. Saturday, 10:45 a.m. (This course replaces Education 576 on the list for administrative licenses.) Mr. LEWIS.
- *E709. Seminar in Elementary Curriculum. Thursday, 7:45 p.m. Mr. WRIGHT.
- *E711. Seminar in High School Administration. Tuesday, 7:45 p.m. Mr. PATTY.

There will probably be two other courses added to the list.

ENGLISH

Writing

- E101a. English Composition. Section 1, Monday, 6:15-8 p.m., Room 32, Mr. DAVIDSON; Section 2, Monday, 6:15-8 p.m., Room 21, Mr. ———; Section 3, Monday, 8-9:45 p.m., Room 32, Mr. SANDERS; Section 4, Tuesday, 6:15-8 p.m., Room 43, Mr. PITMAN; Section 5, Friday, 8-9:45 p.m., Room 41, Mr. MOORE. Section 1 is recommended for students wishing special drill in grammar. Two hours' credit. Fee \$10.

This course is fundamental and is required of all Freshmen at Indiana University. It gives the student the basic training which enables him to speak and write correctly. While it presupposes a knowledge of grammar, it serves to correct the individual's defects in sentence structure. It emphasizes punctuation, paragraphing, idioms, and the correct use of words. Each member of the class is required to hand in a weekly theme and there is class discussion of the more common mistakes. The course is highly practical since it enables the student to speak and write logically and effectively.

- E101b. English Composition. Monday, 8-9:45 p.m. Room 43. Two hours' credit. Fee \$10. Mr. TOWER.

This course is a continuation of the first semester's work and is open only to students who have had Course 101a or its equivalent. It completes the first year's work in English composition and should be taken by persons who plan to attend the University. The course has the following objectives: to make writing easy and interesting, as well as correct; to learn to use words with great care as to their exact meanings and to increase the active vocabulary so that, with a growing wealth of interests and experiences, adequate means of expression will be avail-

able; to teach something of the special technique of description for both its practical and its artistic uses. This discipline will serve to reinforce the study of effective diction.

***E259b. Advanced Composition.** Tuesday, 6:15-8 p.m. Room 32. Two hours' credit. Fee \$10 (\$15 for graduate credit).

Mr. STEPHENSON.

This course is intended for students who are seriously interested in writing and who have had the equivalent of one year's work in English Composition. Students are permitted to write upon subjects in which they are interested and will receive criticism in class and in conferences with the instructor. Open to students who have not already earned more than four hours of credit in advanced composition. A total of six hours of credit is all that is permitted in advanced composition courses. May be counted as part of the thirty hours required for the Master's degree.

Short Story Writing. See Journalism, page 24.

This course may be taken for credit in the Department of English. It corresponds to English 155, narrative writing. Students wishing to have credit in English should arrange for it with the instructor.

Literature

E102a. Freshman English Literature. Wednesday, 5:45-8 p.m. Room 32. Three hours' credit. Fee \$15. Mr. MILLS.

The regular Freshman course in English literature comprises two semesters of study of literary types. Each half of the course gives separate credit, but both are prerequisite to all advanced work in English literature and are required of all English majors. The types studied in the first semester's work are the essay and the drama. The origin and history of the essay are discussed, and representative essays of Bacon, Addison, Steele, Lamb, Hazlitt, Arnold, Stevenson, and other writers, old and modern, are read. In the drama, comedy, tragedy, and their subdivisions are considered, and five or six plays are studied in detail. The plays read range from Shakespeare's day to modern times. The aim of the course as a whole is to acquaint the student with the principal types of literature, and thus to furnish a background for later courses and for intelligent and pleasurable reading.

E121a. Sophomore English Literature. Monday, 6:15-8 p.m. Room 40. Two hours' credit. Fee \$10. Mr. SANDERS.

This is a study of representative great English authors. During the first semester selections from the works of Chaucer, Spenser, and Milton are read. During the second semester selections from the works of Swift, Wordsworth, Ruskin, and Arnold are read. An attempt is made not only to acquaint the student with the selections read, but also to give him some adequate idea of the totality of the work of each author. This course is prerequisite to all advanced work in literature and is required of all English majors. The course is given thruout the year.

E173. Children's Literature. Wednesday, 5:45-7:30 p.m. Room 21.
Two hours' credit. Fee \$10. Miss JOHNSON.

This course has two purposes: (1) to study examples of both prose and poetry recognized as good children's literature; and (2), therefore, to help one to judge what is good and what is not good from the great mass of matter printed nowadays especially for children. A weekly original paper will be required as well as a longer term paper. The texts are Curry and Clippenger's *Children's Literature*, and Gardner and Ramsay's *Handbook of Children's Literature*. This is a course in appreciation rather than in methods. Required for the elementary licenses.

***E236. The Period of Romanticism.** Tuesday, 4-5:45 p.m. Room 31.
Two hours' credit. Fee \$10 (\$15 for graduate credit).

Mr. PITMAN.

Woods' *English Poetry and Prose of the Romantic Movement* will be used as the main text, supplemented by considerable outside reading. During the first semester the principal emphasis will be placed upon tracing the many tendencies of the eighteenth century which converge in the Romantic Movement. The second semester will be spent in the study of the notable writers of the first three decades of the nineteenth century—principally Wordsworth, Coleridge, Byron, Shelley, and Keats. Either graduates or undergraduates will be admitted; but for regular graduate credit a certain amount of extra work, in the form of special reading and reports, will be required.

***E251. Twentieth-Century Drama.** Tuesday, 4-5:45 p.m. Room 40.
Two hours' credit. Fee \$10 (\$15 for graduate credit).

Mr. JENKINS.

This course takes up the contributions to the theater arts made by Craig, Appia, and other reformers. Representative plays by O'Neill, Ervine, Sidney Howard, George Kelly, Strindberg, Chekhoff, Andreev, Benavente, Pirandello, Brieux, Schnitzler, Molnar, the Capets, Hauptmann, and other outstanding dramatists will be considered.

E252a. American Literature. Monday, 6:15-8 p.m. Room 31. Two hours' credit. Fee \$10. Mr. TOWER.

The object of this course is primarily to study the Romantic movement as it appears in the American literature of the first half of the nineteenth century and to lay the foundation for an understanding of the realistic trend of the later years of the century. European currents of thought will be considered as they appear in America and such phenomena as agrarianism, the frontier, and the Industrial Revolution will be recognized. Such writers as Irving, Cooper, Bryant, Poe, Longfellow, Lowell, Emerson, Holmes, and Whittier will be studied; but the so-called minor writers, from 1608 to the Civil War, will also receive considerable attention. Not open for graduate credit.

- *E249. **Recent Continental Literature.** Tuesday, 6:15-8 p.m. Room 40. Two hours' credit. Fee \$10 (\$15 for graduate credit).

Mr. JENKINS.

This course will deal with some of the most significant of recent Continental literature available in English. Among those studied will be Rolland, Reymont, Wassermann, Thomas Mann, Valéry, Pirandello (the novels), Goncharov, and Lyeskov. The course will probably include a survey of the Futuristic and Expressionistic movements in Russia, Italy, and Germany.

- *E253. **The English Novel.** Friday, 6:15-8 p.m. Room 31. Two hours' credit. Fee \$10 (\$15 for graduate credit).

Mr. SEMBOWER.

About twenty-five novelists will be considered. Among them will be DeFoe, Goldsmith, Scott, Dickens, Thackeray, Hardy, Wells, Bennett, Conrad, Galsworthy.

- *E254a. **Shakespeare.** Tuesday, 4-5:45 p.m. Room 32. Two hours' credit. Fee \$10 (\$15 for graduate credit).

Mr. STEPHENSON.

About twenty plays are read, some thoroly in class and others as outside reading. Among the plays studied will be: *Midsummer Night's Dream*, *Romeo and Juliet*, *Richard II*, *Henry IV—Part I*, *Henry V*, and *Julius Caesar*.

- *E387. **Studies in Elizabethan Drama.** Wednesday, 8-9:45 p.m. Room 32. Two hours' credit. Fee \$10 (\$15 for graduate credit).

Mr. MILLS.

A study of the English drama from about 1590 to 1642—the period of Shakespeare and his successors. Emphasis will be placed upon the major dramatists and their use of the ideas and conventional literary themes of the day. Some of the problems inherent in the study of the Elizabethan drama will be discussed. Prerequisite: at least one course in Shakespeare or other drama. The course is primarily intended for graduates, but is open to a limited number of qualified undergraduates.

- *E397a. **The Period of Classicism.** Friday, 5:45-8 p.m. Room 41. Three hours' credit. Fee \$22.50.

Mr. MOORE.

The first semester's work covers the age of Queen Anne and the second semester's covers the age of Johnson. The first semester centers about the non-dramatic literature of the period 1700-1725, giving attention to the essays, the poetry, the fiction, and the miscellaneous prose of the age, and especially to the intellectual life of the time. No text. The principal writers studied are: Addison, Steele, Swift, Pope, Gay, Arbuthnot, Parnell, Defoe, Prior, Locke, Shaftesbury, Berkeley, and their contemporaries.

Oral English

- E160a. **Public Speaking.** Section 1, Tuesday, 6:15-8 p.m., Room 33, Mr. FRAZIER; Section 2, Tuesday, 8 p.m., Room 33, Mr. FRAZIER; Section 3, Friday, 6:15-8 p.m., Room 20, Mr. NORVELLE. Two hours' credit. Fee \$10.

This course is designed for anyone desiring training in the principles of practical public speaking. The work consists of the preparation and delivery of various types of speeches, such as sales talks, campaign addresses, after-dinner speeches, and discussions before different kinds of popular assemblages. It helps the student to overcome self-consciousness and embarrassment, and develops his ability to express himself effectively before both large and small audiences. Emphasis is placed upon the correction of faulty speech habits and upon the training of the voice, as well as upon the organization of material and the psychological factors involved in getting and holding attention.

E160b. Public Speaking. Friday, 8-9:45 p.m. Room 20. Two hours' credit. Fee \$10. Mr. NORVELLE.

This is a more advanced course in public speaking, intended for students who have had Course E160a, or considerable experience.

E167. Play Acting. Friday, 4-5:45 p.m. Room 33. Two hours' credit. Fee \$10. Mr. NORVELLE.

This course consists of a practical study of the interpretation and presentation of plays. Different types of dramas are read; problems in stage setting, lighting, costuming, and make-up are dealt with. Then the student is given training in presenting the plays. Special emphasis is placed upon character delineation, interpretation of lines, bodily action, and voice culture. Each student will participate in the production of several one-act plays.

FRENCH

E101a¹. Elementary French. Friday, 6-8 p.m. Room 33. Five hours' credit for the year. Fee \$12.50 each semester. Mr. LÉVÊQUE.

A course for beginners which includes the study of grammar, composition, and reading. It runs thruout the year, and corresponds to the first semester's work at the University.

E101b¹. Second-Semester French. Friday, 6-8 p.m. Room 43. Five hours' credit for the year. Fee \$12.50 each semester. Mr. MACCLINTOCK.

This course is intended for persons who have had one year's work in high school or one semester's work in the University.

E119a. Modern French Prose. Friday, 8-10 p.m. Room 33. Three hours' credit. Fee \$15. Mr. LÉVÊQUE.

This course is the first half of the second year's work. Open to students who have had ten hours of French or its equivalent. The class will meet for one extra session.

E119b. Modern French Prose. Friday, 8-10 p.m. Room 43. Three hours' credit. Fee \$15. Mr. MACCLINTOCK.

A second-year reading course, covering the work of the second semester. It is open to persons who have had one year and a half of French in the University or three years in high school. The class will meet for one extra session.

E224a. Comedies of Molière. Saturday, 10 a.m.-12:15 p.m. Room 20.
Three hours' credit. Fee \$15 (\$22.50 for graduate credit).

Mr. LÉVÊQUE.

La Comédie en France avant Molière. Molière et son temps. Premières années; premier succès. De *l'Etourdi* à *Tartuffe*.

GERMAN

E101a. Elementary German. Monday and Wednesday, 6-8 p.m. Room 43. Five hours' credit. Fee \$25. Mrs. FISCHER.

This course covers the first semester's work in residence. It is intended for beginners.

E102a. Second Year Composition and Conversation. Monday, 8-9:45 p.m. Room 41. Two hours' credit. Fee \$10. Mrs. FISCHER.

This course is open to students who have had ten hours of University work or two years of high school work.

E103a. Modern German Authors. Wednesday, 8-10 p.m. Room 43. Three hours' credit. Fee \$15. Mrs. FISCHER.

Open for second- and third-year students in German. The work will include modern authors beginning with Ernst Zahn's *Helden des Altage*, a volume of four sketches. A play by Sudermann will also be read during the term. The class will meet eighteen times.

E103b. Classical Authors. This course will be given in the second semester.

HISTORY

E101. Mediaeval and Modern European History. Friday, 6:15-8 p.m. Room 21. Two hours' credit. Fee \$10. Mr. BENNS.

The development of European institutions and ideas during the period between the fall of the Roman Empire and the French Revolution. The course discusses not only the political evolution of the modern European states-system, but traces the unfolding social, economic, cultural, and religious institutions as well. It provides the basis for an understanding of the contemporary civilization of both Europe and America. The period to the Renaissance will be covered during the first semester. This course or its equivalent is required for a high school license in history and social sciences.

***E208a. American Colonial History, 1492 to 1689.** Tuesday, 6:15-8 p.m. Room 21. Two hours' credit. Fee \$10' (\$15 for graduate credit). Mr. KOHLMEIER.

The European conditions favoring the expansion into the New World, the discovery and exploration of America, the transplanting of English people and English institutions in the New World, the colonial charters. Meets part of requirement of life license in history in Indiana. Textbook, lectures, and collateral reading.

- *E210. Europe from Napoleon to the World War.** Friday, 4-5:45 p.m.
Room 21. Two hours' credit. Fee \$10 (\$15 for graduate credit).
Mr. BENNS.

A study of the modern world with its liberalism, nationalism, industrialism, and imperialism. The first semester will include a discussion of the rise and fall of Napoleon, followed by a study of the popular struggles thruout Europe to obtain democratic governments and national states. In this connection the rôle of such outstanding men as Metternich, Alexander I, Canning, Kossuth, Palmerston, Napoleon III, Mazzini, Garibaldi, Cavour, Bismarck, and Alexander II will be emphasized. The Industrial Revolution with its early economic and social evils will be examined together with the remedies proposed by the socialism of such men as Owen, Blanc, and Marx. This course may be taken in partial fulfillment of the requirement for a high school license in history and the social sciences.

- *E235. The World War and Contemporary Europe.** Friday, 8-9:45 p.m. Room 21. Two hours' credit. Fee \$10 (\$15 for graduate credit).
Mr. BENNS.

This course opens with a re-examination of pre-war diplomacy in the light of post-war revelations, followed by a reconsideration of the problem of "war guilt" in view of these revelations. The first semester will include a discussion of the causes and results of the major moves on the military chessboard of Europe, together with the fascinating story of diplomatic intrigue which accompanied them. It will close with a consideration of America's part in the war, and the fundamental economic and political causes for the defeat of the Central Powers. This course may be taken in partial fulfillment of the requirements for a high school license to teach history and the social sciences.

- *E339a. The American Revolution and Confederation.** Tuesday, 4-5:45 p.m. Room 21. Two hours' credit. Fee \$10 (\$15 for graduate credit).
Mr. KOHLMEIER.

The fundamental and the immediate causes of the American Revolution, selection of the American colonial type, influence of the pioneer life and the new British ministerial policy with respect to the trade laws, the regulation of western land sales, anti-paper money legislation, measures of taxation, quartering of soldiers. The birth of a new nation, the organization of state governments, and the formation of a confederacy.

HYGIENE

- E101. Elementary Hygiene.** Thursday, 8-9:45 p.m. Room 31. Two hours' credit. Fee \$10. Dr. RICE.

This course will consist of lectures and recitations on the maintenance of the health of the individual and the community. The common diseases are discussed in detail, particular attention being given to tuberculosis, typhoid, the diseases of children, venereal diseases, cancer, constipation, and degenerative diseases. It is of special interest to teachers and parents.

JOURNALISM

E203A. Elementary Advertising. Friday, 6:15-8 p.m. Room 42. Two hours' credit. Fee \$10. Mr. PIERCY.

A course for students who have little or no knowledge of advertising. It deals with the general principles that underlie all forms of advertising: layout, type, border, headlines, illustrations, ways to get attention and arouse interest, newspaper and magazine copy. The course relates theory to practice by giving students assignments in the actual writing of advertisements.

E207a. Short Story Writing. Tuesday, 6:15-8 p.m. Room 31. Two hours' credit. Fee \$10. Miss ORVIS.

This course deals with the art of short story writing. It treats of the nature of the short story, its proper subject-matter, and its limitations; plot, characterization, setting, atmosphere, angle of narration. The classroom time will be devoted chiefly to the criticism of stories written by students and to the discussion of outside reading. The course is intended for persons seriously interested in writing fiction and should be preceded by a University course in English composition or its equivalent. Students lacking this preparation will be required to submit stories in advance of admission to the class. This course may be taken as an English course, in which case it is numbered English 155 (Narrative Writing). The student must arrange for this credit with the instructor.

E211. Special Feature Stories. Friday, 8-9:45 p.m. Room 42. Two hours' credit. Fee \$10. Mr. PIERCY.

This course will cover special writing for the newspapers and magazines. Students wishing to register should consult the instructor as to their eligibility.

LATIN

E229. Greek and Roman Mythology. Wednesday, 6:15-8 p.m. Room 44. Two hours' credit. Fee \$10. Mr. COON.

This course is a study of the divinities, heroes, and other supernatural beings of classical mythology, together with the main myths connected with them. An attempt will be made to explain the origin and meaning of many of the myths. Their significance in English literature and in ancient, mediaeval, and modern art will also be considered in this course. Photographs and slides will be used. No knowledge of Latin is required. Not open for graduate credit.

***E241b. Vergil.** Wednesday, 8-9:45 p.m. Room 44. Two hours' credit. Fee \$10 (\$15 for graduate credit). Mr. COON.

This course will consider all the works of Vergil in respect to their place in Latin literature. Selections from the last half of the *Aeneid*, from the *Eclogues*, and from the *Georgics* will be read. The relative emphasis on the several poems will be adapted to the desires of the class. Vergil's position in the Middle Ages and his influence on English literature will be discussed. Open to undergraduates and graduates.

MATHEMATICS

- E102. College Algebra.** Monday, 6-8 p.m. Room 33. Two and one-half hours' credit. Fee \$12.50. Mr. EDWARDS.

The regular Freshman course in algebra. Trigonometry and Analytic Geometry will be offered during the second semester.

- E104t. General Mathematics.** Friday, 6-8:15 p.m. Room 43. Three hours' credit. Fee \$15. Mr. ANDERSON.

This course is required for the elementary school teacher's license. It covers the general principles of the science of mathematics. Prerequisite, one year of high school algebra and plane geometry.

- E106. Analytic Geometry.** Monday and Thursday, 8-10:15 p.m. Room 33. Five hours' credit. Fee \$25. Mr. EDWARDS.

This course is open to students who have had University algebra and trigonometry.

- E107. Elementary Calculus.** This course will be given in the second semester.

- E116. Mathematical Theory of Investment.** Thursday, 5:45-8 p.m. Room 33. Three hours' credit. Fee \$15. Mr. EDWARDS.

This course covers: annuities, bond values, sinking funds, insurance. It is required on the high school teacher's license in mathematics.

MUSIC

- E10a. Nineteenth-Century Opera.** Friday, 6:15-8 p.m. Room 32. Two hours' credit. Fee \$10. Mr. GEIGER.

This course consists of a study of the master works of the different schools of opera. It helps the student to a truer appreciation of first class music. It includes the Gluck reforms, Mozart and his works, classical opera, Weber and German romanticism, Rossini and Italian opera, French grand opera, Wagner, and the modern French, German, Russian, English, and American operas. Music teachers and students who wish direction in the selection of music records and sheet music will find the course valuable, as will the layman who merely wishes to increase his appreciation. The lectures are accompanied by demonstrations on the victrola.

- E17a. Appreciation of Music.** Friday, 4-5:45 p.m. Room 32. Two hours' credit. Fee \$10. Mr. GEIGER.

The course consists of a study of the principal elements in music, including form, color, different kinds of voices, folk songs and dances of different nations, oratorio, sonata and symphony, program music, and the different instruments of the orchestra. The work is intended both for the serious student and for the average student who wishes a comprehensive idea of the various kinds of music.

PHILOSOPHY

- E143a. Life Views of Great Men of Letters.** Tuesday, 8 p.m. Room 1.
One hour's credit. Fee \$5 (\$3 for non-credit students).

This course consists of the lectures listed on page — of this catalog. All students who take it for credit are required to keep full and accurate notes on the lectures; to read and outline or summarize in notebooks a brief biography of each man discussed; to summarize an extract from his writings twenty to fifty pages in length; and to pass a final examination consisting of one question upon each man discussed. Usually the article in the Encyclopedia Britannica or the International Encyclopedia will suffice for the biography, and the article or extract from the writings will be assigned by each speaker. The speakers represent the different departments at Indiana University. See list on page 8.

PHYSIOLOGY

- E102a. Physiology.** Thursday, 6:15-8 p.m. Two hours' credit. Room 31. Fee \$10 each semester. Dr. RICE.

This course is given for the purpose of presenting the fundamental facts of human anatomy and physiology. The facts are important for the understanding of hygiene, health, and disease, and the course should be of special interest to teachers and parents. The subject is one of absorbing interest when treated from the practical side. The course is given thruout the year.

POLITICAL SCIENCE

- E101t. Community Civics.** Tuesday, 4-5:45 p.m. Room 42. Two hours' credit. Fee \$10. Mr. LINTON.

This course is required for the first grade elementary teacher's license, and will deal with the interests, problems, and activities of people in various types of communities—local, state, and national. Some attention will also be given to problems affecting the International Community of States. Such topics as the voter and his work, some problems of city and state government, the evolution of our national constitution, improving the work of Congress, needed changes in our courts, the child labor problem, problems of international organization, the reparations question and that of the allied debts, problems of American foreign policy, etc., will be considered. Textbook, lectures, discussions, and occasional reports on special topics.

- E216. Current Political Problems.** Tuesday, 6:15-8 p.m. Room 42. Two hours' credit. Fee \$10. Mr. LINTON.

This course will deal with some of the outstanding problems in the field of civil government and international relations. Such topics as the peace problem, the prohibition problem, the reform of judicial procedure, constitutional revision, the armament problem, the World Court, the League of Nations, the direct primary, the short ballot, the initiative, referendum, and recall, commission and city manager government, social-

ism, communism, bolshevism, syndicalism, the woman problem, the negro problem, etc., will be considered. Textbook assignments, lectures, discussions, and occasional reports on special topics.

PSYCHOLOGY

E101. Principles of Psychology. Thursday, 5:45-8 p.m. Room 42.
Three hours' credit. Fee \$15. Mr. YEAGER.

This course constitutes a survey of the fundamentals of human nature. Beginning with a description of the elemental brain structure, it treats of original instinctive endowments and then proceeds to unfold in detail the steps of mental growth. Special attention is given to the practical problems of everyday life, such as economy in memorizing, concentration of attention, effective reasoning, and regulation of the emotions. The course is recommended as preliminary to all other courses in psychology and philosophy. One semester. Repeated the second semester. (Students desiring only two hours of credit may obtain it by special arrangement with the instructor.)

***E157. Psychology of Personal Efficiency.** Friday, 6:15-8 p.m. Room 40. Two hours' credit. Fee \$10 (\$15 for graduate credit).
Mr. BOOK.

Designed especially for teachers and business men and women who desire to learn how to work at their tasks in the most effective ways. The course tells how to: conserve energy and time, and use both most effectively; prevent unnecessary fatigue; develop an interest in tasks; make an effective working schedule; concentrate one's energies and powers on tasks; learn the right attitude towards one's success and achievement. It also provides practical exercises and experiments on each principle of personal efficiency discussed in the course. Considerable practice will, also, be given in establishing the particular habits that must be formed. Students will also be shown how they may measure the progress they are making in each of the factors that contributes to their advancement in learning how to work in the most effective way.

***E221. Psychology of Personality.** Thursday, 8-9:45 p.m. Room 42.
Two hours' credit. Fee \$10 (\$15 for graduate credit).
Mr. YEAGER.

The term "personality" here refers to the integrated unity of psychological characteristics, which constitutes an individual functioning in society, and does not refer to the superficiality so often popularly connected with the term. The following major topics will be treated: (1) historical development of the problem and concepts used; (2) the native and the other types of traits which are considered basic, such as: instinctive, emotional, habitual, and voluntary activities; intelligence; physique; and some important physiological conditions; (3) laws and principles fundamental in this development; (4) important factors in one's social environment; (5) common deviations and peculiarities within the realm of normality; (6) methods of studying, controlling, experimenting upon, and measuring such development; (7) significance of personality

characteristics in determining the happiness and the degree of social and economic adjustment of the individual in modern society. Open to graduates and undergraduates.

***E240. Psychology of Learning.** Friday, 4-5:45 p.m. Room 40. Two hours' credit. Fee \$10 (\$15 for graduate credit).

Mr. BOOK.

A course for graduate and undergraduate students who have had elementary psychology or its equivalent. The course is designed for students in psychology, parents, and teachers who want a more thorough knowledge about human nature and who are especially interested in ascertaining how it may be improved and changed. It will explain what learning really is, its general importance and nature, why learning takes place, how it takes place, the laws that condition or control it, the different kinds of learning, the factors which affect the rate of progress made, and how the learner should be stimulated and directed to make his progress most economical and efficient.

***E252. Physiological Psychology.** Friday, 4-6:15 p.m. Room 31. Three hours' credit. Fee \$15 (\$22.50 for graduate credit).

Mr. SNODDY.

This course deals with the physical aspects of the mental life. The point of view is that of a modified behaviorism and develops the central thesis about the functional concepts of Lucas, Adrian, Child, Head, Sherrington, Luciani, and Lashley rather than about the older anatomical conceptions. The course lays adequate foundation for serious work in abnormal psychology, mental hygiene, clinical psychology, and related fields. Prerequisites are elementary psychology and reading in the field of general psychology.

***E256a. Clinical Psychology.** Friday, 4:15 p.m. Riley Hospital. Two hours' credit. Fee \$10 (\$15 for graduate credit).

Mrs. YOUNG.

This course is a series of clinics for children. The children are given tests, their cases are diagnosed, and those interested in treating the cases are given advice as to their handling. The instructor supplements the demonstrations with lectures. Prerequisite for University credit, Principles of Psychology. Two semesters of the work may be taken for credit. The course is particularly valuable to school teachers and social workers.

E412. Mental Measurements. See Education, page 14.

***E259. Mental Hygiene of the School Child.** This course will be given in the second semester.

SOCIOLOGY

E207. Principles of Sociology. Monday, 6:15-8 p.m. Room 1. Two hours' credit. Fee \$10 or \$15.

Mr. BITTNER.

The course is designed to give some system to the study of the sociological problem, understanding human relations. It should help

students to arrive at wise decisions as to social policies. "The chief object in explaining society is to help people determine the best thing to do." The use of concepts such as social forces, processes, and products, and sociological principles will be considered, in order to give insight into scientific method. How society makes and remakes human nature; how man uses and is used by the wealth he creates; how the community controls men's ideas and actions; how social science may substitute persuasion for violence in human affairs, are some of the questions raised. Social products such as the family, industry, the school, the recreation center, and the modern state will be examined.

SPANISH

E115a. Elementary Spanish. Wednesday, 5:45-7:45 p.m. Room 33.
Five hours' credit for the year. Fee \$12.50 each semester.

Miss HARLAN.

Essentials of grammar, reading, composition, with maximum stress on the spoken language. This course taken thruout the year corresponds to the first semester's work at Bloomington.

E115b. Second Semester Spanish. Wednesday, 8-10 p.m. Room 33.
Five hours' credit for the year. Fee \$12.50 each semester.

Miss HARLAN.

This course is the second half of the first year's work. It is open to students who have had Course 115a or one year of high school Spanish.

ZOÖLOGY

E101. General Invertebrate Zoölogy. Tuesday and Thursday, 6-9 p.m.
Biological laboratory at School of Dentistry. Five hours' credit.
Fee \$25.

Mr. MORGAN.

A survey of the principal forms of animal life with special reference to those of economic importance. Laboratory work will include microscopical study of living and preserved materials, demonstrations, and dissection. Only invertebrate material will be studied. May be offered in satisfaction of the science, pre-medical, or pre-dental requirements. By special arrangement, the lecture portion of this course may be taken separately. This course will be followed by General Vertebrate Zoölogy the second semester.

E102. General Vertebrate Zoölogy. This course will be given in the second semester.

E120. Embryology. This course, required of all candidates for the degree of Bachelor of Arts in medicine and of all pre-medical students, will be given in the second semester.

Requirements for Admission to Indiana University

(These requirements apply only to students working toward University credit. Classes in Indianapolis are open to anyone wishing to take them solely for the information to be gained.)

A certificate of graduation from any commissioned high school entitles the student to matriculate in the University and to receive entrance credit for the subjects covered. If the certificate shows that his high school work has included all that is required in the outline given below, he is admitted to full college standing without any entrance examination. The four-years' course is estimated as amounting to a total of sixteen units, which is the minimum requirement for admission to the College of Arts and Sciences. The work represented by these sixteen units is divided into prescribed and elective subjects as follows:

- A. Prescribed subjects, 11 units, distributed as follows:
 - 1. English, 3 units.
 - 2. Mathematics, 2 units (algebra, 1 unit; plane geometry, 1 unit).
 - 3. Foreign languages, 2 units in one language.
 - 4. History, 1 unit.
 - 5. Science, 1 unit in one science (general science not accepted).
 - 6. Two additional units selected from the above subjects.
- B. Elective subjects, 5 units.

Requirements for Graduation

The A.B. Degree. For graduation from the College of Arts and Sciences, students are required to complete a four-years' course of study. The prescribed subjects include:

- A. Four hours of English Composition.
- B. One hour of hygiene lectures.
- C. Twenty hours of language.
- D. Twenty hours in a group consisting of mathematics and natural science. Ten hours shall be chosen from each of two different departments, one of which must be the Department of Mathematics, Physics, or Chemistry.
- E. Fourteen hours chosen from certain other groups of subjects. (See University Catalog.)
- F. Four hours of military training or physical education.

Warning. Extension students who have completed as much as thirty hours of University work are warned against taking further courses without consultation with the head of the department in which they are to do their major work.

Grades and Credit Points. Students must have at least 125 or 126 credit hours for graduation, with such grades as to entitle the student to at least 120 credit points. The quality of a student's work is indicated by the following semester grades; namely, A (95 to 100); B (85 to 94); C (75 to 84); D (65 to 74). D minus is the lowest passing grade. The grade letters carry credit points as follows: A, three credit points for each semester hour of credit; B, two credit points; C, one credit point; D, no credit points, but credit.

The B.S. Degree in Education. The requirements for the B.S. degree in Education are somewhat different from those in the College of Arts and Sciences. The chief difference lies in the fact that candidates for the B.S. are not required to take any University work in foreign language or in the mathematics and natural science group. Students desiring the B.S. degree or wishing to take the A.B. degree and at the same time meet the license requirements of the state, should consult Dean Smith or Mr. Carter in regard to the planning of a program of study. For further information see the Bulletin of the School of Education.

Freshman Course

The requirements of the Freshman course at the University may be substantially fulfilled by one or two years' evening work in the Indianapolis Center. The following subjects are suggested for the Freshman devoting part time to study.

FIRST YEAR			
<i>First Semester</i>		<i>Second Semester</i>	
English Composition	2 hours	English Composition	2 hours
French	2½ hours	French	2½ hours
or		or	
Spanish	2½ hours	Spanish	2½ hours
or		or	
German	5 hours	German	5 hours
Chemistry	5 hours	Chemistry	5 hours
or		or	
Biology	5 hours	Biology	5 hours
or		or	
Mathematics	2½ hours	Mathematics	2½ hours
or		or	
Accounting	3 hours	Accounting	3 hours

Mid-year High School Graduates. Students may enter University extension classes immediately upon graduation from high school in January. Any of the following subjects may be taken:

English Composition 101a	Freshman English Literature 102b
Spanish 115a	Accounting 101a or 101b
German 101b or Spanish 115b (for those who have had 1 year in high school)	Trigonometry 103
French 101b ² (for students who have had a year and a half of work in high school)	Teacher Training Courses (see page 36)
French 104a (for students who have had 2 years' work in high school)	American History 105
	General Zoölogy 101t

Courses Accepted at Purdue University for Engineering Degrees

Purdue University accepts for credit on the engineering curriculum certain courses offered in the Indianapolis Center. The approved subjects are as follows:

<i>Required Courses</i>		<i>*Optional Courses</i>	
Algebra	2½ hours	*Twentieth-Century Drama.....	3 hours
Trigonometry	2½ hours	*English Novel	3 hours
Analytic Geometry	5 hours	*Public Speaking	3 hours
Inorganic Chemistry	5 hours		
Qualitative Analysis	5 hours		

(Purdue allows only 3 hours for this)

- *English Composition, 3 hours each semester.
- *Modern Language (Spanish, German, or French).

Six hours of credit required of all who have not had at least two years of foreign language in high school. Two years of German required for Chemical Engineering. Students must make special arrangements for extra credits.

* Important: Students wishing to present language and English credits at Purdue must make special arrangements at the Extension Division office for extra credits at the time of enrollment.

Extension Courses in Commerce

The Extension work in Commerce is planned for men and women who are ambitious to advance in business. The courses are of two general types. The aim of courses of the first class is to impart facts of immediate applicability in business. Among such courses are those in accounting, business English, business organization, business law, and banking. Courses of the second class, such as economics, psychology, and English composition, may prove even more valuable by improving the personal bearing or widening the outlook of the student even tho no immediate application appears.

Valuable as are the Extension Courses in Commerce, no one should enter a class unless he is willing to labor hard on the studies. The instructors are expected to exact first-class work from the students. The student who is not willing to exert himself gains little from his contact with the University. For those who toil intelligently, there are great possibilities for personal improvement.

Certificate Courses. "Certificate course" is a term applied to a group of individual courses arranged as a three-year program of study in Commerce. Four certificate courses are offered: General Business, Accounting, Marketing and Advertising, and Secretarial.

University certificates will be granted to students who complete a three-year course with a minimum of forty-eight semester hours of work—an average of eight hours a semester. Inasmuch as most classes have two-hour recitations, students enrolling for a complete course will have four classes each week thruout the school year. Those who prefer to take four years to complete the work may do so by enrolling for six hours each semester. Students are advised to take the complete three-year course of study and thereby secure a University certificate. The classes will be open, however, to persons desiring to enroll for individual subjects.

While there is a different program of subjects for each of the four certificate courses, certain subjects are regarded as fundamental to all: thus, English composition and elements of economics are required of students desiring certificates. The curriculum for the three years is not hard and fast, however. A certain number of electives will be permitted, subject to the approval of the officers in charge.

Correspondence Courses. Attention is called to the fact that the University offers by correspondence a number of courses in business subjects which are not given in Indianapolis because the city does not afford a group sufficiently large to warrant the formation of a class in any of these subjects. A student may thus complete, by correspondence, subjects which are not available in other form. Persons interested in correspondence work should communicate with the Bureau of Correspondence Study, Extension Division, Indiana University, Bloomington, Indiana.

The Certificate Courses are outlined as follows:

General Business	Marketing and Advertising	Accounting	Secretarial
<i>First Year</i>	<i>First Year</i>	<i>First Year</i>	<i>First Year</i>
English Composition	English Composition	Principles of Accounting	English Composition
Political Economy	Political Economy	English Composition	Business English
Psychology	Psychology	Political Economy	Psychology
Business English	Business English	Business English	Political Economy
Elective	Elective	Elective	Business Law
<i>Second Year</i>	<i>Second Year</i>	<i>Second Year</i>	<i>Second Year</i>
Business Law	Business Law	Advanced Accounting	Advertising
Principles of Accounting	Sales Management	Business Law	Advanced Composition
Sales Management	Advertising	Business Organization	Newspaper Writing
Traffic Management	Retail Merchandising	Business Finance	Business Organization
Elective	Elective	Elective	Business Finance
			Elective
<i>Third Year</i>	<i>Third Year</i>	<i>Third Year</i>	<i>Third Year</i>
Business Organization	Credits and Collections	Auditing	Principles of Accounting
Property Insurance	Newspaper Writing	Cost Accounting	Industrial Psychology
Life Insurance	Feature Stories	Accounting Problems	Psychology of Efficiency
Casualty Insurance	Business Organization	Income Tax	Electives
Real Estate	Elective	Electives	
Business Finance			
Elective			

Among the electives available either in class or by correspondence are:

Life Insurance	Property Insurance
Casualty Insurance	Real Estate
Retail Merchandising	Sales Management
Traffic Management	Credits and Collections
Money	Banking
Business Cycles	Railway Transportation
Industrial Psychology	Psychology of Personal Efficiency
Business Finance	Business Organization and Management
Newspaper Writing	Special Feature Stories

Teacher Training

NOTICE TO TEACHERS

No student should register for any course that is to be applied toward a teacher's license without first consulting the officer in charge of teacher training, and receiving a written statement as to the applicability of that course to the license desired. The State Board of Education requires all teacher training institutions to give the student such a statement. Indiana University approves this as a measure of protection for the student. The student must coöperate, however, and we urge him to call at the office long enough in advance of his first class period to receive the advice and go thru the necessary formalities. It will be absolutely necessary for the advisor to *see the student's credentials*. Secure a special appointment for taking care of these matters.

The Indianapolis Center offers many opportunities for teachers to take courses leading to professional advancement and at the same time counting toward graduation at the University.

Advanced Courses for teachers in service and for administrators are offered each semester. Many individuals are carrying such courses in order to renew licenses, to secure higher licenses, and to earn graduate degrees in the School of Education. Those interested in such work should consult the officers in charge of the Center.

Courses for Elementary Teachers. Graduates from high schools can take the thirty hours of work required for the rural school teacher's course and receive a second grade license which will enable them to teach the following fall in either rural or city schools. Students thus completing the first year of the rural course may enter upon the second year of either the primary or intermediate-grammar grade course without loss of credit, and upon completion of the second year of such course shall receive a corresponding first-grade license.

All of the courses listed below count toward a university degree, as well as toward the different licenses.

FOR SECOND GRADE LICENSES

<i>First Semester</i>		<i>Second Semester</i>	
Composition 101a	2 hours	Composition 101b	2 hours
Introduction to Teaching	3 hours	Educational Psychology	3 hours
English Literature	3 hours	U.S. History	3 hours
Mathematics 104t	3 hours	Methods in Arithmetic	2 hours
Reading and Phonics	2 hours	Geography	5 hours

FOR FIRST GRADE LICENSES

First Semester

Community Civics
Children's Literature
Physiology and Hygiene
Tests and Measurements (Educational)

Second Semester (Tentative)

Principles of Instruction and Management
Methods in Social Sciences
United States and Indiana History
Directed Study

The courses are so arranged that they can be taken in the late afternoon and evening. The complete program, however, can be carried only by students giving practically their entire time to study. Other students may find it advantageous to earn fewer credits in the Indianapolis Center and more in full-time residence study at Bloomington. Such students can *elect* from the above subjects. It is possible for graduates from accredited high schools to enter the second semester and carry almost a full half-year's work.

Graduate Work

“Graduate work” is work done *after* the completion of a four-years’ college course. Such work must not be confused with work done *toward* graduation with the B.S. or A.B. degree. The rules given here do not apply to undergraduate work.

Students may do all the work required for the Master’s degree thru extension courses in Indianapolis. A year of graduate work by extension is the maximum which may be counted toward any advanced degree. An exception is made in the case of the School of Education, where a maximum of one and one-half year’s work by extension and work *in absentia* may be counted toward the Ph.D.

General Rules. The following general rules govern all the work done for graduate credit: (1) No graduate student who is working full time either as a teacher in the Indianapolis schools or in business may carry more than five hours of work in any one semester. (2) *All* work is subject to the approval of the head of the department in which the degree is to be granted: the student must see that such approval is secured. (3) *Credentials must be filed with the large special application blank of the Graduate School, at the Indianapolis office.* They should include a statement of graduation, together with a transcript of all college credits, and should be filed three weeks in advance of the opening of the semester.

The Extension Division is not responsible for inconveniences resulting from failure to comply with the above rules.

Graduate students should register each semester on the blue cards which indicate to the instructor that they are working for graduate credit.

THE MASTER’S DEGREE

A minimum of thirty hours of graduate credit at Indiana University is required for the Master’s degree. Twenty of the total of thirty hours must be in one department, or in closely allied departments.

Time. All of the work for the A.M. degree must be completed within a period of five years. The candidate is required to have completed not only a minimum of thirty hours of credit, but also he must have met the minimum *time* requirement of one full year of work (thirty-six weeks). A student carrying less than a full semester’s load (fifteen semester hours) will be granted residence credit in proportion to the number of hours he does carry. Thus, a student who completes five hours of work in one semester will be granted six weeks of residence credit for that semester. If the student devotes his full time to his studies, there is no restriction as to the amount of work that may be carried during one semester, but no reduction in the time requirement is made for work carried in excess of fifteen hours.

Fees. Students taking courses for graduate credit pay a fee of \$7.50 a credit hour. Persons who are required to take undergraduate courses in order to make up deficiencies in admission credit pay the usual rate of \$5. A partial payment of \$10 is charged at the time of enrollment for any thesis. The remainder is paid later when the instructor indicates the amount of credit allowed for the work. Fees for thesis work begun in the Extension Division must be paid to the Extension Division at Indianapolis. The Division turns this money over to the head of the Department concerned for expenses incidental to thesis work.

Foreign Language. It is strongly urged that all students gain some proficiency in foreign modern language before entering the Graduate School. The ability to read one or more modern languages, preferably French or German, is expected of all candidates for the A.M. degree and in most lines of study is required. Special cases are acted on by the head of the department in which the major subject lies, in consultation with the Dean of the Graduate School.

Thesis. A thesis is required in all departments. Arrangements must be made in advance with the *head of the department* concerned. An oral examination may be required by the major department. See above statement on fees.

Summer Work. It is recommended that students supplement their graduate work in the Indianapolis Center by residence study in the summer session at Bloomington.

Minors. The head of the department in which the major is taken must approve all courses taken as a part of the minor. Students are warned against "splitting" minors.

THE DEGREE OF MASTER OF SCIENCE

The degree of Master of Science may be conferred upon Bachelors of Science of Indiana University or other accepted institutions under the same conditions upon which the degree Master of Arts is conferred on Bachelors of Arts.

DEPARTMENTAL RULES FOR A.M. DEGREE

Regulations for Graduate Study in English

Only courses given by the English Department will count as part of the English major. Courses with grades lower than B- will not count toward the advanced degree in English.

Minimum Undergraduate Requirements. The student must have a minimum of thirty hours of undergraduate work in English in addition to the usual Freshman work in composition and *twenty undergraduate hours in foreign language.*

Examination. An oral or a written examination in the history of English literature must be taken by all candidates for the Master's degree. These examinations will be given in January and in April at the Indianapolis Center.

Thesis. A thesis is required of each student. A minimum of five hours' credit may be given for the thesis, the amount allowed in each case being determined by the Committee on Graduate Study in English. Subjects for theses must be approved by the Committee by February 15 of the year in which the degree is taken.

"Strictly Graduate Courses." Each graduate student must secure at least fifteen hours of credit in the strictly graduate courses numbered 300 in addition to the thesis credit. Courses numbered 100, designed for Freshmen and Sophomores, may not be taken by graduate students. One or more distinctly graduate courses will be given each semester in Indianapolis, and *students should take advantage of this opportunity* as it is offered, rather than postpone the more advanced work.

Minors. The following minors, offered in Indianapolis, are recommended to students taking a major in English: history, French, sociology, philosophy, education, and psychology.

Courses Open to Graduate Students this Semester. The following course counts as "strictly graduate course": The Period of Classicism and Studies in Elizabethan Drama. The following courses may also be taken: Advanced Composition, Shakespeare, The English Novel, The Period of Romanticism, Twentieth-Century Drama, Continental Literature.

Regulations for Graduate Study in History

Prerequisite to Beginning Graduate Work. The student should have a minimum of twenty hours of undergraduate credit in history. He may enter on a minimum of ten hours of undergraduate credit but in that case is required to make up the deficiency in undergraduate work. The rule requires a total of twenty hours of undergraduate credit in history not counted toward the A.M. degree. The student is also required to have had three semester hours of undergraduate credit in Political Science and three hours in Economics and Sociology. Ten semester hours of modern foreign language is required.

Graduate Credits. A minimum of twenty semester hours of graduate work in history must be offered. This may include the thesis credit, for which from six to ten hours may be given.

Minor. All work may be taken in history, or a minor of as much as ten hours may be taken in some subject approved by the head of the History Department.

Thesis and Examination. The thesis must be submitted and approved by a committee of the Faculty of the Department before the student is admitted for oral examination. The oral examination will cover the thesis and the courses in history taken after the A.B.

Courses Open to Graduate Students this Semester. All courses this semester are open to graduate students except Mediaeval History.

Regulations for Graduate Study in Education

Prerequisite to Beginning Graduate Work in Education. A minimum of ten semester hours in education is required for admission to graduate work (in which case all thirty hours for the Master's degree must be in education). Ten semester hours in a modern foreign language are required, unless the student is excused therefrom by the Dean of the School of Education and the Dean of the Graduate School. For information concerning the Master of Science degree consult the officers in charge of the Indianapolis Center.

Graduate Work. A minimum of twenty semester hours of graduate work in education must be offered for the A.M. degree. This may include thesis credit. All thirty hours required for the degree may be taken in education.

Thesis. Three semester hours' credit may be given for the thesis. Arrangements for subject and supervision *must be made in advance thru Dean Smith.*

Courses Offered this Semester. The following courses are graduate in character: Advanced History of Education, Development of Public Education in the United States, Mental Measurements, Supervision of the Elementary School Curriculum, School Administration, Principles and Organization of Vocational Education, Educational Objectives of the Work of the Physical Director, Seminar in Education, Seminar in Supervision of Elementary Instruction, Seminar in Educational Psychology.

Courses Offered in the Second Semester: See pages 16 and 17.

Regulations for Graduate Study in Psychology

Requirements. Students working for the A.M. in psychology must have a total of forty hours of undergraduate and graduate work in this field.

Thesis. A thesis is required.

Courses Open to Graduate Students this Semester. The following courses offered this semester are graduate in character: Psychology of Personal Efficiency, The Psychology of Personality, Psychology of Learning, Clinical Psychology, Physiological Psychology.

REQUIREMENTS FOR THE DEGREE DOCTOR OF PHILOSOPHY

The degree Doctor of Philosophy may be granted upon the completion of an advanced course of study of not less than three years. It should be understood, however, that the Ph.D. degree is not granted in terms of residence and hours of credit alone, but rather in terms of

subject-matter and thesis. There are three principal requirements for this degree: (1) each applicant will select a major and two minor subjects; (2) he will also present a thesis which must be the result of an investigation in an unknown field; (3) unless exempted, he shall have a reading knowledge of German and French. Sometimes another foreign language may be substituted for German or French.

For further details concerning this degree, see the Bulletin of the Graduate School.

For statement concerning the amount of work that may be taken in the Extension Division, see page 38.

Schedule of Classes

All numbers are for rooms at 122 East Michigan Street; R. H. is for the Riley Hospital; S. D. is for the School of Dentistry.

SUBJECT	Day	Hour	Room	Fee	Instructor
ACCOUNTING—					
Principles of Accounting, Part I, Sec. 1.....	M	6:00	20	\$15 00	Streightoff
Principles of Accounting, Part I, Sec. 2.....	W	6:00	20	15 00	Streightoff
Principles of Accounting, Part II.....	T	6:00	20	15 00	Streightoff
Advanced Accounting, Part I.....	Th	6:15	20	10 00	Streightoff
Cost Accounting.....	T	7:45	34	15 00	Prickett
Accounting Problems.....	Th	8:00	20	10 00	Streightoff
ART—					
History and Appreciation of Painting.....	M	6:15	44	10 00	Stillson
CHEMISTRY—					
Inorganic Chemistry.....	T and Th	6:00	S. D.	25 00	Davisson
Quantitative Analysis.....	M and W	6:00	S. D.	25 00	Davisson
COMMERCE AND ECONOMICS—					
Principles of Investment.....	T	6:15	41	15 00	Camp
Business Management.....	T	6:15	45	15 00	Kunst
Sales Management.....	T	6:00	34	10 00	Prickett
Personnel Management.....	W	6:15	31	15 00	Kunst
Principles of Business Law.....	W	6:15	42	15 00	Redding
Political Economy.....	M	6:15	42	15 00	Chew
EDUCATION—					
Introduction to Teaching.....	M	5:45	34	15 00	Cavanaugh
Reading and Phonics.....	T	5:45	1	10 00	Carter
Educational Tests in the Elementary School Subjects.....	S	10:45	31	10 00	Carter
Secondary Education.....	Th	5:45	41	15 00	Carter
Advanced Educational Psychology.....	M	5:45	41	15 00	Carter
Advanced History of Education.....	W	5:45	40	12 50 or 18 75	Foster
Development of Public Education in the United States.....	W	7:45	40	12 50 or 18 75	Foster
Mental Measurements.....	Th	6:00	44	12 50 or 18 75	Young
Supervision of the Elementary School Curriculum	Th	5:45	40	12 50 or 18 75	Wright
School Administration.....	S	8:45	33	12 50 or 18 75	Lewis
Principles and Organization of Vocational Education.....	S	10:45	33	12 50 or 18 75	Lewis
Educational Objectives of the Work of the Physical Director and Athletic Coach.....	T	7:45	44	12 50 or 18 75	Patty
Seminar in Education.....	T	5:45	44	15 00	Patty
Seminar in Supervision of Elementary Instruction	Th	7:45	40	15 00	Wright
Seminar in Educational Psychology.....	S	8:45	31	10 00 or 15 00	Carter
ENGLISH—					
English Composition a, Sec. 1.....	M	6:15	32	10 00	Davidson
English Composition a, Sec. 2.....	M	6:15	21	10 00	
English Composition a, Sec. 3.....	M	8:00	32	10 00	Sanders
English Composition a, Sec. 4.....	T	6:15	43	10 00	Pitman
English Composition a, Sec. 5.....	F	8:00	41	10 00	Moore
English Composition b.....	M	8:00	43	10 00	Tower
Advanced Composition.....	T	6:15	32	10 00 or 15 00	Stephenson
Public Speaking a, Sec. 1.....	T	6:15	33	10 00	Frazier
Public Speaking a, Sec. 2.....	T	8:00	33	10 00	Frazier
Public Speaking a, Sec. 3.....	F	6:15	20	10 00	Norvelle
Public Speaking b.....	F	8:00	20	10 00	Norvelle
Play Acting.....	F	4:00	33	10 00	Norvelle
Freshman English Literature.....	W	5:45	32	15 00	Mills
Sophomore English Literature.....	M	6:15	40	10 00	Sanders
Children's Literature.....	W	5:45	21	10 00	Johnson
The Period of Romanticism.....	T	4:00	31	10 00 or 15 00	Pitman
Twentieth-Century Drama.....	T	4:00	40	10 00 or 15 00	Jenkins
American Literature.....	M	6:15	31	10 00	Tower
Recent Continental Literature.....	T	6:15	40	10 00 or 15 00	Jenkins
The English Novel.....	F	6:15	31	10 00 or 15 00	Sembower
Shakespeare.....	T	4:00	32	10 00 or 15 00	Stephenson
Studies in Elizabethan Drama.....	W	8:00	32	10 00 or 15 00	Mills
The Period of Classicism.....	F	5:45	41	22 50	Moore
FRENCH—					
Elementary French.....	F	6:00	33	12 50	Lévêque
Second-Semester French.....	F	6:00	43	12 50	MacClintock
Modern French Prose a.....	P	8:00	33	15 00	Lévêque
Modern French Prose b.....	F	8:00	43	15 00	MacClintock
Comedies of Molière.....	S	10:00	20	15 00 or 22 50	Lévêque

SUBJECT	Day	Hour	Room	Fee	Instructor
GERMAN—					
Elementary German.....	M and W	6:00	43	\$25 00	Fischer
Second-Year Composition and Conversation....	M	8:00	41	10 00	Fischer
Modern German Authors.....	W	8:00	43	15 00	Fischer
HISTORY—					
Mediaeval and Modern European History.....	F	6:15	21	10 00	Benns
American Colonial History.....	T	6:15	21	10 00 or 15 00	Kohlmeier
Europe from Napoleon to the World War.....	F	4:00	21	10 00 or 15 00	Benns
The World War and Contemporary Europe.....	F	8:00	21	10 00 or 15 00	Benns
The American Revolution and Confederation....	T	4:00	21	10 00 or 15 00	Kohlmeier
HYGIENE—					
Elementary Hygiene.....	Th	8:00	31	10 00	Rice
JOURNALISM—					
Elementary Advertising.....	F	6:15	42	10 00	Piercy
Short Story Writing.....	T	6:15	31	10 00	Orvis
Special Feature Stories.....	F	8:00	42	10 00	Piercy
LATIN—					
Greek and Roman Mythology.....	W	6:15	44	10 00	Coon
Vergil.....	W	8:00	44	10 00 or 15 00	Coon
MATHEMATICS—					
College Algebra.....	M	6:00	33	12 50	Edwards
General Mathematics.....	F	6:00	43	15 00	Anderson
Analytic Geometry.....	M and Th	8:00	33	25 00	Edwards
Mathematical Theory of Investment.....	Th	5:45	33	15 00	Edwards
MUSIC—					
Nineteenth-Century Opera.....	F	6:15	32	10 00	Geiger
Appreciation of Music.....	F	4:00	32	10 00	Geiger
PHILOSOPHY—					
Life Views of Great Men of Letters.....	T	8:00	1	3 00 or 5 00	.....
PHYSIOLOGY—					
Physiology.....	Th	6:15	31	10 00	Rice
POLITICAL SCIENCE—					
Community Civics.....	T	4:00	42	10 00	Linton
Current Political Problems.....	T	6:15	42	10 00	Linton
PSYCHOLOGY—					
Principles of Psychology.....	Th	5:45	42	15 00	Yeager
Psychology of Personal Efficiency.....	F	6:15	40	10 00 or 15 00	Book
Psychology of Personality.....	Th	8:00	42	10 00 or 15 00	Yeager
Psychology of Learning.....	F	4:00	40	10 00 or 15 00	Book
Physiological Psychology.....	F	4:00	31	15 00 or 22 50	Snoddy
Clinical Psychology.....	F	4:15	R.H.	10 00 or 15 00	Young
SOCIOLOGY—					
Principles of Sociology.....	M	6:15	1	10 00 or 15 00	Bittner
SPANISH—					
Elementary Spanish.....	W	5:45	33	12 50	Harlan
Second-Semester Spanish.....	W	8:00	33	12 50	Harlan
ZOOLOGY—					
General Invertebrate Zoölogy.....	T and Th	6:00	S.D.	25 00	Morgan

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SCHEDULE BY DAYS

All numbers are for rooms at 122 East Michigan Street; R. H. is for the Riley Hospital; S. D. for the School of Dentistry.

MONDAY			TUESDAY			WEDNESDAY		
5:45	Advanced Educational Psychology	41	4:00	American Revolution and Confederation	21	5:45	History of Education	40
5:45	Introduction to Teaching	34	4:00	Period of Romanticism	31	5:45	Elementary Spanish a	33
6:00	College Algebra	33	4:00	Twentieth-Century Drama	40	5:45	Children's Literature	21
6:00	Elementary German	43	4:00	Shakespeare	32	5:45	Freshman Literature	32
6:00	Principles of Accounting Pt. I, Sec. 1	20	4:00	Community Civics	42	6:00	Principles of Accounting a, Sec. 2	20
6:00	Quantitative Analysis	S.D.	5:45	Seminar in Education	44	6:00	Elementary German	43
6:15	Sophomore Literature	40	5:45	Reading and Phonics	1	6:00	Quantitative Analysis	S.D.
6:15	Political Economy	42	6:00	Zoology	S.D.	6:15	Personnel Management	31
6:15	English Composition a, Sec. 1	32	6:00	Inorganic Chemistry	S.D.	6:15	Principles of Business Law	42
6:15	English Composition a, Sec. 2	21	6:00	Principles of Accounting, Part II	20	6:15	Greek and Roman Mythology	44
6:15	American Literature	31	6:00	Sales Management	34	7:45	Development of Public Education in the United States	40
6:15	Principles of Sociology	1	6:15	Business Management	45	8:00	Modern German Authors	43
6:15	History and Appreciation of Painting	44	6:15	American Colonial History	21	8:00	Vergil	44
8:00	English Composition a, Sec. 3	32	6:15	Current Political Problems	42	8:00	Elementary Spanish b	33
8:00	Second Year German Composition	41	6:15	Principles of Investment	41	8:00	Elizabethan Drama	32
8:00	English Composition b	43	6:15	English Composition a, Sec. 4	43			
8:00	Analytic Geometry	33	6:15	Short Story Writing	31			
			6:15	Public Speaking a, Sec. 1	33			
			6:15	Recent Continental Literature	40			
			6:15	Advanced Composition	32			
			7:45	Cost Accounting	34			
			7:45	Objectives of Physical Director	44			
			8:00	Life Views of Great Men of Letters	1			
			8:00	Public Speaking a, Sec. 2	33			
THURSDAY			FRIDAY			SATURDAY		
5:45	Mathematical Theory of Investment	33	4:00	Europe from Napoleon to the World War	21	8:45	Seminar in Educational Psychology	31
5:45	Secondary Education	41	4:00	Play Acting	33	8:45	School Administration	33
5:45	Supervision of Elementary Curriculum	40	4:00	Music Appreciation	32	10:00	Comedies of Molière	20
5:45	Principles of Psychology	42	4:00	Psychology of Learning	40	10:45	Educational Tests	31
6:00	Zoology	S.D.	4:00	Physiological Psychology	31	10:45	Vocational Education	33
6:00	Mental Measurements	44	4:15	Clinical Psychology	R.H.			
6:00	Inorganic Chemistry	S.D.	5:45	Period of Classicism	41			
6:15	Advanced Accounting, Part I	20	6:00	General Mathematics	43			
6:15	Physiology	31	6:00	Elementary French a	33			
7:45	Seminar in Supervision Elementary Instruction	40	6:00	Second-Semester French	43			
8:00	Accounting Problems	20	6:15	English Novel	31			
8:00	Hygiene	31	6:15	Public Speaking a, Sec. 3	20			
8:00	Psychology of Personality	42	6:15	Mediaeval and Modern European History	21			
8:00	Analytic Geometry	33	6:15	Elementary Advertising	42			
			6:15	Nineteenth-Century Opera	32			
			6:15	Psychology of Personal Efficiency	40			
			8:00	World War and Contemporary Europe	21			
			8:00	Public Speaking b	20			
			8:00	Modern French Prose a	33			
			8:00	Modern French Prose b	43			
			8:00	English Composition a, Sec. 5	41			
			8:00	Special Feature Stories	42			

INDIANA UNIVERSITY EXTENSION DIVISION
INDIANAPOLIS CENTER

CALENDAR

*September 23, 24, 25, Monday,
Tuesday, Wednesday.*

Registration.

September 26, Thursday.

Classes begin.

*October 17, 18, 19, Thursday, Fri-
day, Saturday.*

No classes; State Teachers' Asso-
ciation.

*November 28, 29, 30, Thursday,
Friday, Saturday.*

No classes; Thanksgiving.

December 23, Monday.

Christmas recess begins.

1930

January 6, Monday.

Classes resumed.

January 27, Examinations begin.

Examinations in two-hour courses
on Monday, Tuesday, Wednes-
day.

February 3.

Examinations in all three-hour
courses, and two-hour courses
meeting on Thursday, Friday,
Saturday.

Second Semester

February 10, Monday.

Second semester classes begin.

May 26, Monday.

Examinations begin in two-hour
courses.

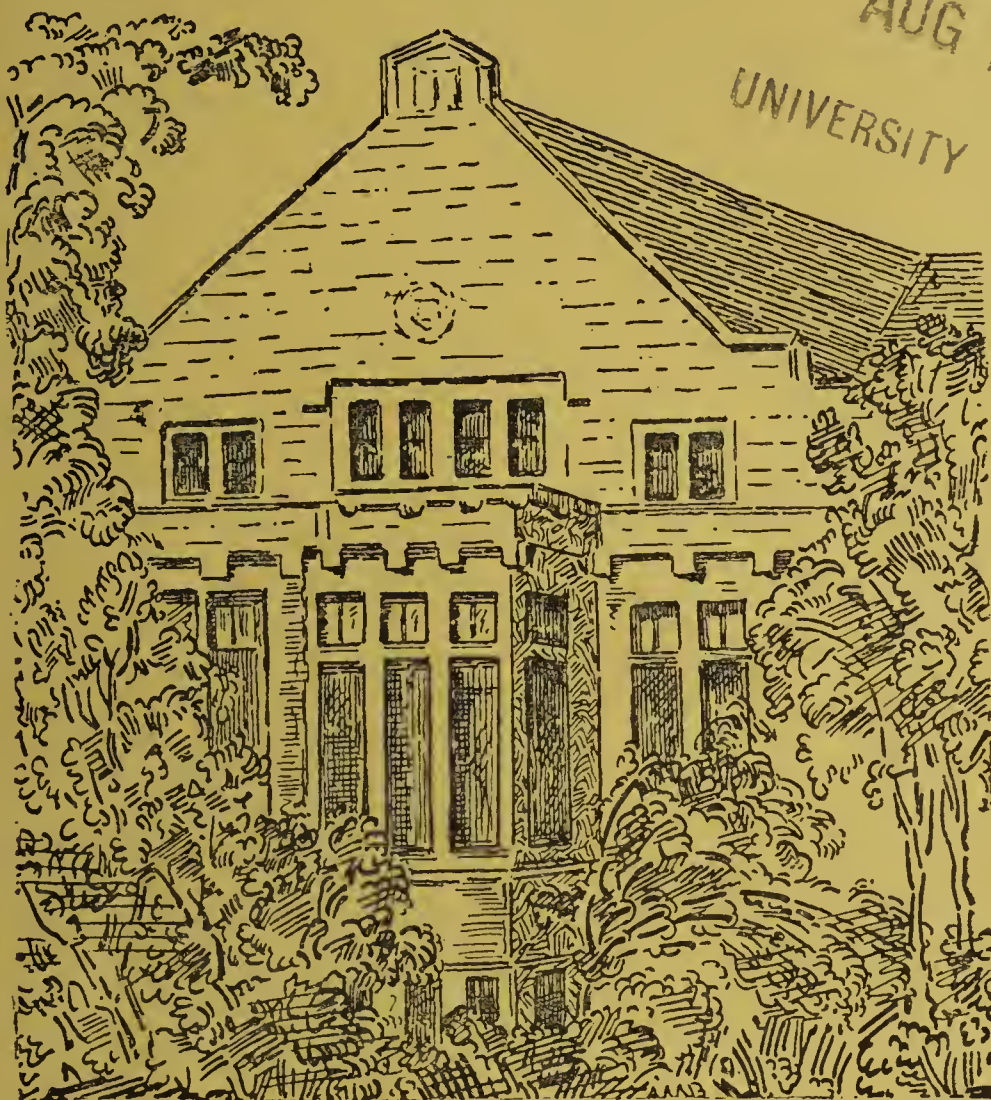
June 2, Monday.

Examinations begin in three-hour
courses.

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INDIANA UNIVERSITY EXTENSION DIVISION

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AUG 23 1929
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Beautification of School Grounds

By

EDNA HATFIELD EDMONDSON, Ph.D.

BLOOMINGTON, INDIANA

1929



BULLETIN OF THE EXTENSION DIVISION, INDIANA UNIVERSITY

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BLOOMINGTON, IND.

No. 9

MAY, 1929

Extension Division

THE LIBRARY OF THE
AUG 23 1929
UNIVERSITY OF ILLINOIS

WILLIAM LOWE BRYAN, Ph.D., LL.D., President.

ROBERT EMMET CAVANAUGH, A.M., Director.

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(Mrs.) EDNA HATFIELD EDMONDSON, Ph.D., Field Worker in the Public Welfare Service.

Foreword

THIS bulletin is prepared and published as a part of the contribution of the Indiana University Extension Division to the contest in the beautification of school grounds conducted in Indiana by the Indiana Federation of Art Clubs and the Indiana Parent-Teacher Association. As such the publication takes its place with others issued by the Division in connection with other contests in which it coöperates.

The parts of the bulletin relating to the principles of landscape gardening and planting are taken very largely from an earlier publication of the Division with the rearrangement, rewriting, and some additions necessary to adapt the material to the present purpose. This earlier bulletin, "Town and City Beautification," much in demand and now out of print, was prepared and issued as a result of the employment of Miss S. Josephine Strange (a graduate of Massachusetts Agricultural College, and landscape gardener of Marshfield, Mass.) in connection with a series of community institutes held in Indiana in 1916, 1917. The first bulletin was edited by Walton S. Bittner, Associate Director of the Extension Division.

The original pamphlet was designed for use with a set of lantern slides illustrating certain principles of landscape gardening. Lacking these slides, the present pamphlet has had recourse to more descriptive material—to the use of more word pictures.

Mr. Bittner assisted in the preparation of the pamphlet. Special assistance was given also by Dr. Will Scott, Professor of Zoölogy, Indiana University.

Many sources have been consulted in the rearrangement of this material. It is hoped that those who use the pamphlet will be led to consult such sources fully and freely, as the material included here is not intended to be comprehensive or the last word in authority but rather suggestive.

The material on the organization of the community and suggested devices to be employed for carrying out the beautification of school grounds is based on the long experience of the authors with community organizations and community work, extending over a period of twenty-five years.

EDNA HATFIELD EDMONDSON.

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Beautification of School Grounds

RECENT years have shown progress in Indiana in the improvement in the architecture of school buildings and some progress, tho less, in the beautification of school grounds. That there are all too many beautiful school buildings standing forlorn and lonely in yards absolutely barren of tree or shrub, or vine, or grass, or anything which would tend to relate the building to its surroundings, can be shown by a drive thru almost any part of the state, either in the cities and towns or in the open country.

In some cities and towns the school grounds are so small that the mere physical presence of the children outside the building during school intermissions precludes the thought of using a foot of space for planting. And yet in some of the small towns and in the open country where more space is possible, the barrenness of the grounds is even more striking.

Hall¹ attributes this state of affairs not to poverty, not to lack of appreciation of beauty, not to indifference of the American people to educational affairs, but rather to failure to see the importance of comfort and beauty in education and to realize the interest of American youth in the natural world around him.

Interests of the Children

And yet next to the home the school has the most important influence on the child of any other institution in the community. It is therefore just as important to bring the element of beauty to bear in his school surroundings as in his home or elsewhere.

Every child is susceptible to the influence of beauty. Cary² says: "Children delight in the beautiful; they are educated by the beautiful and appropriate. The sense of the beautiful develops under favorable conditions and affects for good the whole attitude toward life. The love of the beautiful is necessary to the whole man." And again, Coker³: "It is not possible to overestimate the ennobling influence of things that are beautiful and pure Surround them [young people] with beauty and they will stoop less easily to an ugly act."

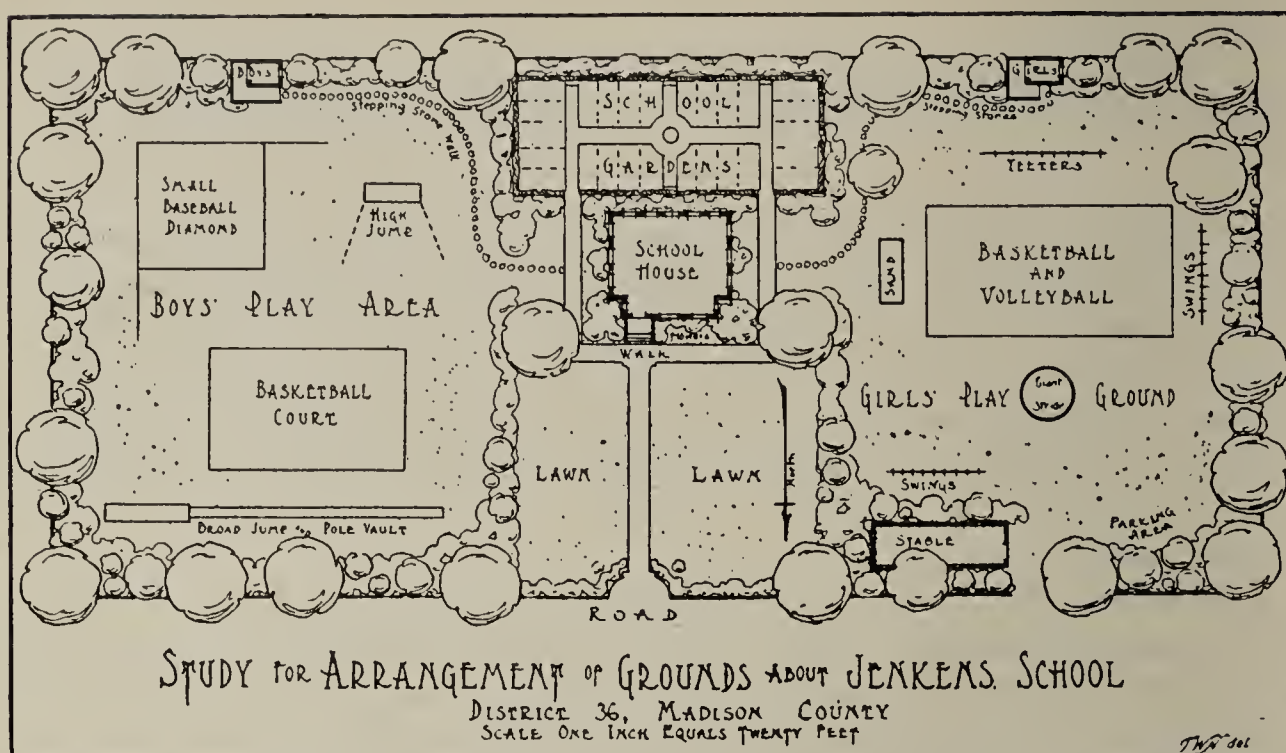
Interests of the Community

Were there no further consideration; this direct educational purpose would be sufficient to justify any amount of time and effort to make the school a beauty spot. But beyond this lies the fact that the school has become much more than an institution devoted solely to the direct

¹ *Tree Planting on Rural School Grounds, Farmers' Bulletin No. 134, U.S. Department of Agriculture, Washington, D.C.*

² C. P. Cary, former State Superintendent, in *The School Beautiful*, State Department of Public Instruction, Madison, Wisconsin.

³ W. C. Coker and Eleanor Hoffman in *Design and Improvement of School Grounds*, Bureau of Extension Bulletin, University of North Carolina.



This plan will be carried out by the people of District 36, Madison County. It is to be noticed that this long narrow lot has the long side facing the roadway. Note the boys' play area to the left and that for the girls to the right of the schoolhouse and that the area between the structure and the road is kept in lawn. Almost every square foot of this school ground is utilized.

Reprinted from the *Nebraska Educational Bulletin, Landscape Gardening as Applied to School Grounds*, by Tell W. Nicolet; by permission of A. O. Thomas, Commissioner of Education, State of Maine, and of the Department of Public Instruction, Lincoln, Neb.

education of children. Beginning with the interests of the children, slowly but surely thru these interests has grown the feeling that the school is a neighborhood affair; a place where children, teachers, fathers, and mothers may work out their relationships to each other and to important community problems; a place where the interests of the whole community may center.

The school has thus become one of the most important community enterprises and should command the interest of every member of the community. The community at large may therefore take great pride in planning and planting the school grounds with trees, shrubs, flowers, and vines, that instead of being a sordid unsightly place where dust blows, waste paper accumulates, and beauty is forgotten, whose outlook is ugly and depressing, the school may become a beautiful and inviting spot.

LANDSCAPE GARDENING IN SCHOOL GROUNDS⁴

To carry out the beautification of the school grounds as a community project two things are necessary: some knowledge of landscape gardening and some sort of an organization.

The general principles of landscape gardening may be applied to the school grounds, with necessary adaptation to the special uses of the school. The employment of a capable landscape architect to formulate the plans, to secure trees and shrubs, and to supervise their planting is, of course, highly desirable and is strongly recommended whenever this is possible. But where this is not possible the years need not pass with nothing done. Better to experiment, to make a few mistakes that may be corrected afterward perhaps, than to sit idly by and do nothing.

In landscape gardening certain materials are chosen and assembled by a master hand according to fairly fixed principles which are of the utmost importance. To obtain a simple idea of the principles controlling the arrangement of the materials on the grounds is more difficult than to acquire a knowledge of materials, because matters of taste are not subject to dogmatic rule. But anyone having a knowledge of the principles of landscape gardening, some familiarity with trees, shrubs, and flowers, and a modicum of good taste may set about planting with an assurance of excellent results.

Landscape Gardening an Art

Landscape gardening is an art, seeking to combine the useful with the beautiful in the planning of cities, estates, home grounds, school grounds, and even individual gardens. "Landscape gardening is the most recent of the arts, and the least understood" (Waugh). It may be compared to the art of painting; all outdoors is the canvas, and pictures are built up thru the grouping of real trees, shrubs, flowers, and grass. It is a more complex art than painting, as the perfect landscape picture must be beautiful in all seasons, all weathers, and all parts of the day.

The practice of gardening is open to anyone, young or old, rich or poor. As a recreation it claims more followers than almost any other pursuit. Any study of this art will help in appreciation of the beauty of our native plants; will help in the conservation of these native plants; will prevent the useless spending of money for horticultural freaks and expensive unnatural nursery varieties such as "weeping" trees, and golden varieties; and will help in the planting of grounds so that they will look well with a minimum amount of care.

History of Landscape Gardening in the United States

Real American landscape gardening did not exist until about 1850. The history of the art may be summed up by a brief mention of the work of two leaders. An early landscape gardener was Andrew Jack-

⁴ Practically this entire section is reprinted from the *Bulletin, Town and City Beautification*, Vol. IV, No. 5, Extension Division, Indiana University.

son Downing. He was originally a nurseryman, and loved trees, shrubs, and fruits, especially as specimens. In planning grounds he attempted to follow an informal or "natural" style, but his love for specimens made the places he planned appear like arboretums or botanical gardens. His lawns were dotted with nursery specimens and cut up with flower beds. Downing left many disciples; some nurserymen today follow his ideas.

A few years after Downing came Frederick Law Olmstead, who is now rated as one of the greatest American landscape gardeners. He advocated the natural type of landscape gardening and started a movement in the country for appreciation of our natural scenery, love and use of our native flowers and shrubs, in their natural groupings; that is, in masses and irregular clumps. He planned the grounds at the World's Columbian Exposition in Chicago. These were seen by thousands from all over the country. The example of the World's Fair planting did much to spread the new idea. Most of the present landscape gardeners are disciples of Olmstead, and the movement he started is still spreading.

Principles of Landscape Gardening

Modern landscape gardening is based on nature. A close study of the edge of a woodland where all the seeds were sown by nature will illustrate how certain principles have originated.

1. The plants occur in masses usually as close together as they can be and live; we see the whole mass and not the individual plants. In nature we rarely find one plant of its kind alone; the tendency of man's planting, however, has been toward the use of numbers of isolated specimens.

2. We find no regular placing of plants in nature such as the arrangement in our clipped hedges; the plants of the woods grow at irregular intervals, and often the natural edge follows along in graceful, beautiful curves. Tho nature's lines are usually curves, in imitating her we should not sacrifice usefulness. For example, walks should usually be direct. We may, however, introduce curves along the edges of border gardens and shrubbery plantings instead of placing our plants in straight, even lines.

3. At the wood's edge we find tall, medium, and low flowers all combined. This combining of various sizes and kinds of plants is an improvement over planting of one kind of plant in various shaped beds. Of course, we find tall plants in the background, and the lowest kinds at the sunny edge of the group.

4. All this imitation of nature demands the use of natural plants, unclipped, usually green foliaged and hardy.

5. In the landscape untouched by man open spaces appear frequently. The glades and meadows are free and unobstructed.

These principles are variously expressed in different types of gardening. There are two outstanding styles of landscape gardening: the "natural" and the artificial or "formal." The natural style is discussed above. The formal style is developed usually according to a geometrical

plan. Alpine gardens, Japanese gardens, water gardens are developments of the natural style; Italian and English gardens have developed along formal lines.

ORGANIZATION OF THE COMMUNITY

When the beautification of the school grounds is made a community affair, the project presupposes the highest degree of friendly coöperation in the school interests of the community. Its success depends upon the ability of the members of the community, the school board and school officials, the teachers, and the children in the schools to work together.

Anyone in the community may take the initiative in creating interest in the undertaking. The superintendent of schools, a member of the local art club, a member of the local parent-teacher association, a member of any civic group, a school teacher, a school principal, or a pupil in the school may take the lead. A group of people may be called together where a full discussion may be had. Out of the meeting a chairman for the project may be appointed and committees arranged for carrying out the details. The more persons working on the committees, the more widespread will the interest be. Just as many persons and groups in the community as possible should be asked to join in the undertaking.

Whatever type of organization is worked out the interest of the community in the plan will probably be expressed in three general groups: (1) community organizations, (2) teachers and pupils in the schools, and (3) the school board and school officials.

Community Organizations

There are two community organizations which, from the very nature of their organization and program of work, will be interested at once: the parent-teacher association because of its direct tho unofficial relationship to the school, and the art club because of its special activities in the field of applied art. But the aid of practically every group with any civic interests may be enlisted in the project—chambers of commerce, farm organizations, men's luncheon clubs, women's organizations; all the forces of the community may be drawn in.

These organizations may devote one or more meetings to the subject of school beautification, or may make a comprehensive study of landscape gardening in general, to include the beautification of school grounds. There is a wealth of material in magazine, pamphlet, and book, referred to elsewhere in this publication.

Members of these organizations may be asked to serve on committees for carrying out the project, thus securing as widespread a representation of organized interest as possible.

Teachers and Pupils

Teachers and school children may engage in the undertaking without any loss of school time by utilizing features of the project for their

regular classroom work for compositions, recitations in nature study, plant study, tree study, or nature study exhibits. While it is not wise to plant the grounds with the sole idea of their extensive use for field study of trees and plants, yet used in connection with trips farther afield they may partly fulfill this purpose.

While few schools will be in position to offer courses in technical landscape gardening, there is no reason why pupils in the art classes may not be able to acquire some appreciation of the simple elements of landscape art. Pupils may make graphs of the plan as classroom exercises in map drawing. Written descriptions of the plan may form a part of the work in composition classes. Special features such as bird houses, bird baths, benches, and the like may be contributed by the manual training classes.

The active participation of teachers and pupils will probably be more easily obtained than that of any other group in the community. Sharing in the actual work of planning and planting is likely to arouse in the children a civic consciousness which no amount of study and passive onlooking could accomplish.

School Boards and School Officials

In many communities school boards and school officials have long been interested in this special subject and have taken justifiable pride in planting and beautifying school grounds to the limit of their financial resources and of neighborhood interest. They will therefore welcome community support in starting the project where little or nothing has been done, or in increased efforts where something has already been accomplished.

In many communities school boards and school officials may wish to purchase all of the trees and shrubs for planting and pay for the labor. In some it may be found that funds are not available to pay the entire amount; but most school boards will want to pay at least a part of the expense and so be a partner in the enterprise. Where native trees and shrubs are used entirely and are donated in the neighborhood, members of the school board and officials may assume responsibility for the donation of part of the materials or labor.

Either directly or thru their affiliation with community organizations, members of school boards or school officials will be appointed to various working committees for the project.

NECESSITY OF A PLAN

Whether or not it is possible to obtain the services of a competent landscape artist to direct the work of developing the school grounds; whether the grounds are to be developed from the beginning by the choice of a site and the placing of the building, or whether it is a question of the improvement of grounds already in use; whether the grounds be large, or small; whether the school be in city, town, or country, the adoption of a definite plan is necessary to the success of the project. The plan for developing and planting the grounds is just

as important as the plan for the construction of the building. And perhaps it is even more necessary to commit the plan to paper since the period of visualization between the first plantings and the completed picture, when tree and plant have filled it in, must be longer than that between the digging of the foundation of the building and its last finishing touches.

Choosing a Site

Obviously the greatest opportunity for working out a satisfactory plan for the development of the school grounds to the highest degree of use and beauty will be afforded when the site of the school is yet to be chosen and the building yet to be placed. In such cases due consideration may be given to such features as convenience of location, suitability of the surroundings, quietness of the neighborhood, size and shape of the grounds, their slope, the soil, direction of the prevailing winds, and the like. Attention to such features will allow for the development of a plan over a number of years.

In this case a site may be chosen in a central location in order to accommodate the greatest number of students and accessible by good streets or roads, or in a place where good streets or roads may be built. The surroundings may be chosen as conducive to the highest mental, moral, and physical development of the child or certainly not in any way harmful to child life. Nearness to railroads, street cars, or heavy, noisy traffic may be avoided. Enough ground may be secured to include plenty of play space as well as to allow for planting for both shade and beauty. Rural grounds may include an acre or two. Cities may require real estate subdivisions to show proper space for school grounds before the subdivision plans are accepted and filed. Consideration may be given to the slope and soil of the grounds that they allow for proper drainage and planting and that the grounds are not too rough and irregular to be adapted to the purposes of use and beauty.

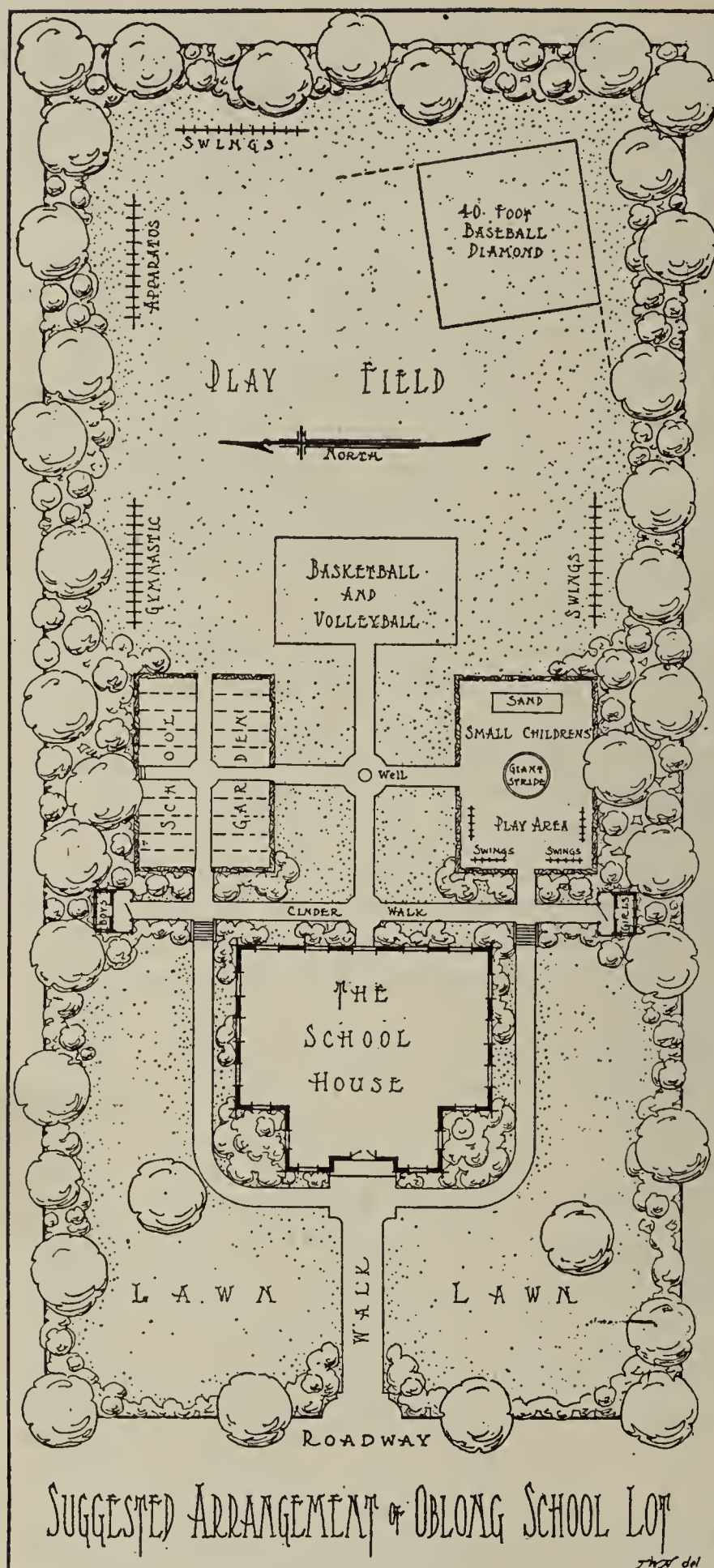
Plan Based on Study of Entire Situation

Whether the grounds are new or old the plan for their development will be made in consideration of both the usefulness and the beauty of the school plant. Since no two grounds will be exactly alike, no single set of rules can be laid down for guidance, but the plan will be worked out on the basis of a careful study of the particular problems presented. It will be developed in accordance with the entire situation—the general condition of the grounds, their size and shape, their position in relationship to the street or highway, the views of the surrounding country.

The plan will include such features as the building, play areas, lawn areas, planting areas, in many cases school garden areas, sanitariums where they must be outside the building, and any other necessary out-buildings.

Making the Plan

The plan will begin with the blocking out of the picture; the location of the fundamentals first and the filling in of details later. It will



This is a long, narrow lot with the short side facing the roadway. The area on both sides of the schoolhouse is kept comparatively open and but two trees used to enframe the building.

Reprinted from the *Nebraska Educational Bulletin, Landscape Gardening as Applied to School Grounds*, by Tell W. Nicolet; by permission of A. O. Thomas, Commissioner of Education, State of Maine, and of the Department of Public Instruction, Lincoln, Neb.

start with the borders of the grounds, the location of the school building, the outbuildings (if necessary), the large open spaces, the play areas, that these may all bear the proper relationship to each other and to the entire scheme that the whole may best serve the purposes of usefulness and beauty. It will continue with the arrangement of features in accordance with the principles of landscape gardening adapted

to school uses—the location of walks and drives, trees for beauty and protection, foundation plantings, clumps and borders of shrubs and plants, hedges perhaps, a very few flowering perennials. It will be completed with the details such as the exact feet of space to be used for each feature, the varieties and exact numbers of trees and shrubs.

PLAYGROUNDS

Any plan for the development of school grounds which fails to provide ample space for play has failed entirely in one of the cardinal principles of landscape gardening—that of usefulness—by ignoring one of the most important functions of the school plant. The size and location of playgrounds and their treatment are important factors of the plan.

Size

The playground area should contain sufficient room for courts and fields for such organized games as football, baseball, basketball, volleyball, tennis, or croquet for the larger boys and girls, and for separate areas for the smaller children for games and play apparatus. The play area should be large enough to allow for the segregation of the children by sex and age.

Location

The location of the playgrounds will depend of course on the size and shape of the grounds. Perhaps most plans will include the playgrounds at the rear or side of the grounds and more or less detached from the landscaped grounds immediately surrounding the building, though connected with them by walks or open spaces of lawn.

Landscaping

Robinson⁵ believes that the playground can be landscaped successfully by bordering the walks or paths to it or thru it with barberries with their bright leaf and berry, by using a few feet on each side of the entrance for planting, by using arbor vitae or other pyramidal trees as entrance posts, by planting morning glories to climb the wire netting enclosing the space, by outlining the boundaries with a hedge of mixed shrubbery, by introducing seats in certain parts of the grounds, by building wading pools for the little children, and otherwise bringing a bit of nature into the playground to take its place certainly alongside bare space and mechanical apparatus.

OPEN SPACES

When proper provision has been made for play areas, the open spaces left in the center of the grounds about the building by the grouping of trees and other plantings in the background and around the

⁵ *Landscape Gardening for Playgrounds* by Charles Mulford Robinson, *Proceedings of the Second Annual Playground Congress*, Playground Association of America, Madison Ave., New York City.

margins of the grounds can be utilized for lawn. To many planting plans, spaces of lawn are to the whole plan what "white space" is to advertising—they serve to throw the plantings into relief so that they catch the eye and at the same time offer a soft background into which the whole blends. This combination of building, lawn, shrubbery, and trees to make a picture is the art of landscape gardening.

Soil

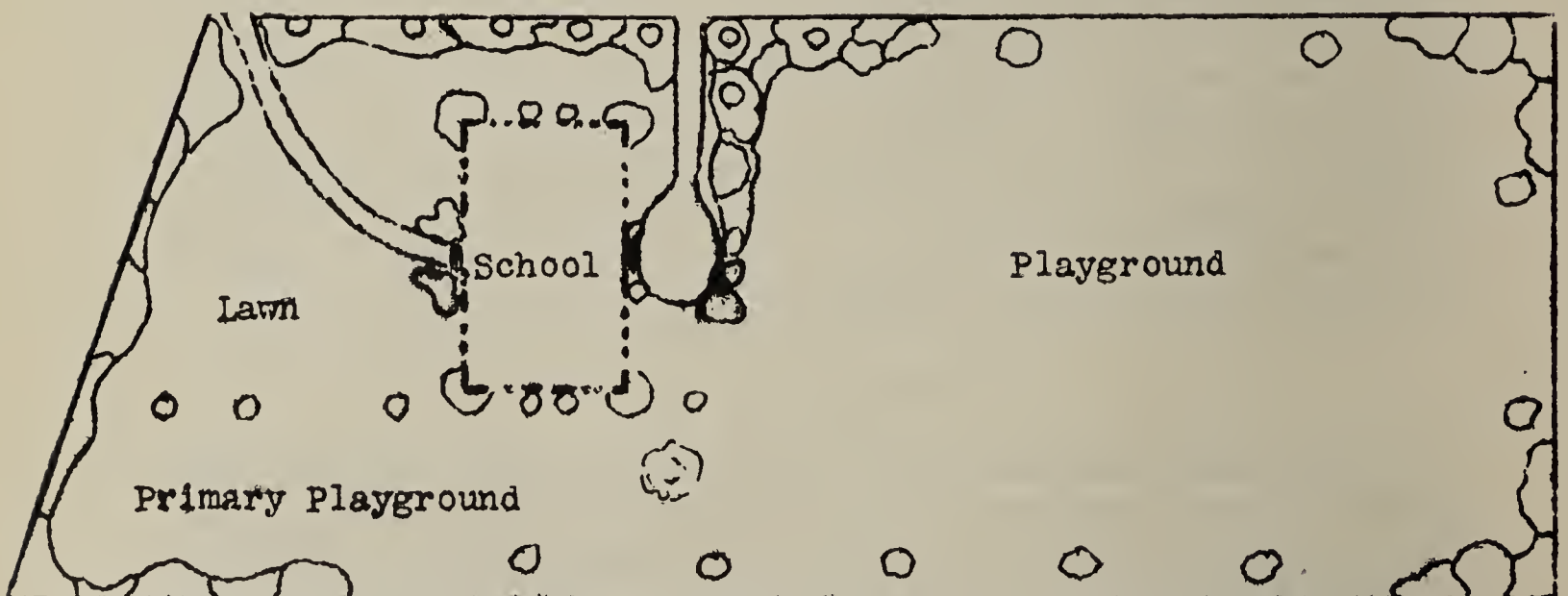
For any lawn good soil is necessary. And good soil is one that is not only rich in the necessary plant foods, but is also easily penetrated. Grass roots cannot easily penetrate the clay soil that is often the basis of lawns in certain parts of Indiana. Such clay should be plowed or spaded, limed, and mixed with sand. For the best results the soil should be prepared in the fall before the heavy rains begin. It should be plowed deeply, leveled, and fertilized. Special treatment may be necessary or desirable for certain soils.

Sowing Grass Seed

Grass may be sowed in the fall or early spring. August is said to be the best month. If done in the spring the sowing should not be put off till so late that the grass does not have time to get established before dry hot weather comes. When there is an old lawn it may not be necessary to tear it up to begin anew, but the old lawn may be improved by leveling, scratching the thin places with an iron toothed rake, applying fertilizer, and sowing more seed. Reliable advice can easily be had as to varieties and quantities of seed to be used.

After-Care

When play space is ample, walks and drives are sufficient, lawns are vigorous, and the interest of the children has been secured in the plans for the school yard, "Keep off the grass" signs need have no place. A thick sod should be depended upon for crowding out the weeds. When



SUGGESTED LANDSCAPE DESIGN FOR RURAL SCHOOL GROUNDS. O. J. KERN, UNIVERSITY OF CALIFORNIA.

possible provision for watering in extra dry seasons and for an occasional cutting may be desirable.

WALKS AND DRIVES

Walks and drives, tho they may not be ornamental in themselves, are necessary, and may be so placed and treated that they become a part of the picture and so fulfil the general purpose of usefulness and beauty.

Points to be determined in laying out the walks and drives include such questions as their location for the greatest convenience, their number, their direction whether straight or curved, their width, their surfacing, their outlines. Bordered by shrubbery or arched by trees the walks and drives may become the most attractive features in the whole plan.

THE USE OF TREES

Trees will be included in the plans for planting practically all school grounds, whether the school is located in the country with plenty of space for the lavish use of many varieties, or whether in the crowded quarter of a city where the trees along the street may be considered as a part of the skeleton plan.

In some grounds trees are already growing, perhaps have reached a beautiful growth. Fortunate are those schools when the trees were planted with due regard to utility and artistic effect. For such grounds the rest of the plan can be developed in relationship to the building and the trees as fixed objects.

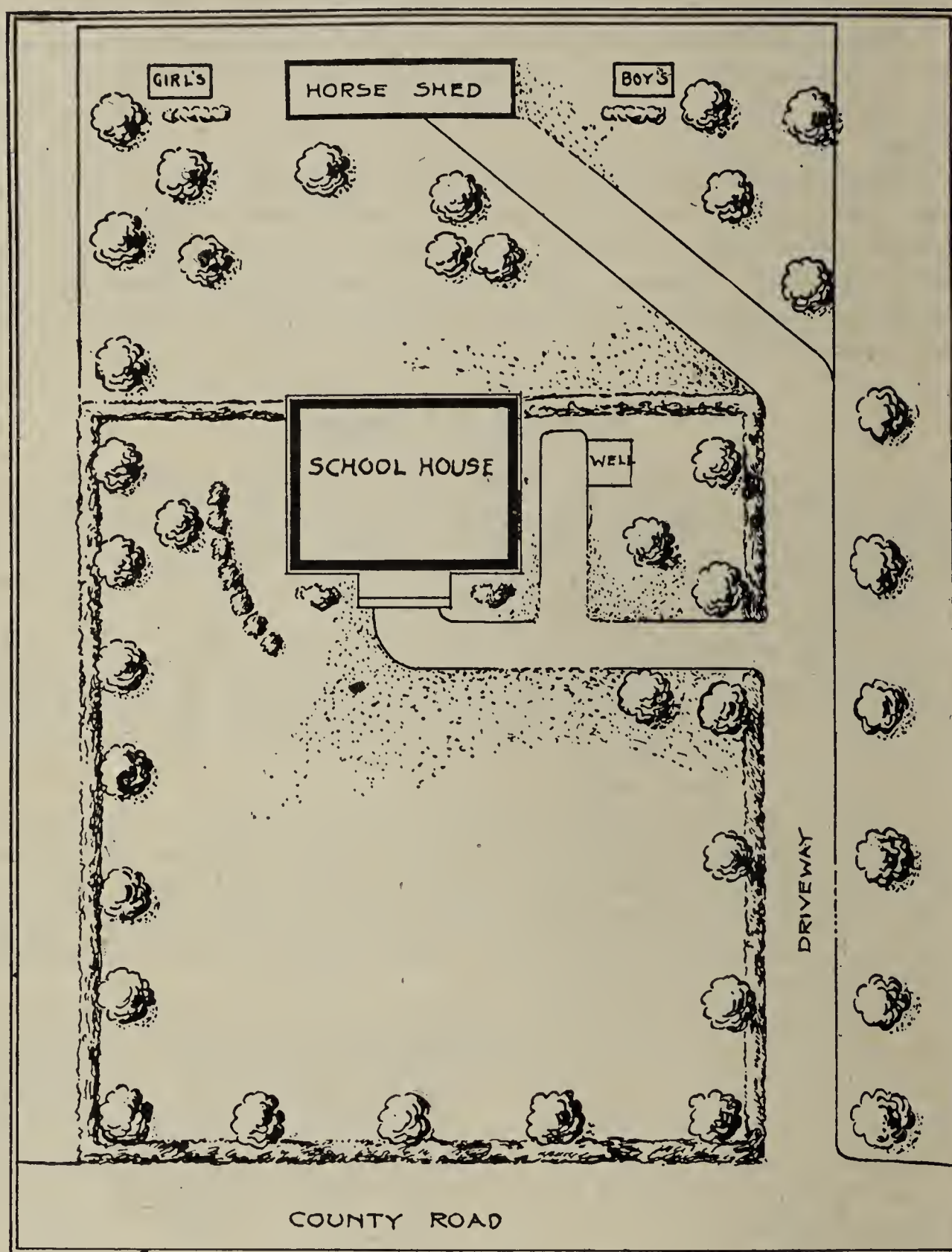
Even in grounds where the trees are not placed to the best advantage, those in charge of the project should hesitate a long time before sacrificing trees already grown, and should seek rather to develop a plan which will include them as they are; or if that is not possible, one which will retain them at least until other trees in better positions can be grown to replace them.

Obviously those schools for which grounds are still to be selected and the building placed will offer the greatest opportunity for exercising a wide choice in the position of the trees. In such cases the relationship of the trees, the building, and surrounding features can be worked out together with reference to the size and shape of the grounds. The trees will not be scattered hit or miss, but each will be fitted in to the general scheme.

Planting for Use and Beauty

In general, two considerations will enter into the placing of the trees: that of utility and that of artistic effect. Shelter against wind and weather is an important point in certain parts of the state, especially in the northern and northwestern counties and the flat open country where windbreaks or protection belts of trees may be employed to very good purpose. The way in which shade will lie in the early fall and late spring should be taken into account. The location of a few individual

trees near the building or at other points in the grounds will be determined by a careful consideration of those spots where shade is most needed.



PLAN FOR TWO-ACRE SCHOOL GROUND. DAN RIVER HIGH SCHOOL.

Reprinted from *Beautifying Our Schools*, a pamphlet issued by the Department of Public Instruction and the Coöperative Education Association of Virginia.

The placing of trees for decorative purposes depends of course upon the size and shape of the grounds and the position of the building. Where these permit, the general principle may be applied—that

of planting trees across the back and outer sides of the grounds, leaving large open spaces in the inner grounds, and leaving the front open, or planted with a low border of shrubs and flowers. In this way the trees, when grown, form about the back and sides a high background against which lower trees and shrubs may be banked. In general, this planting of the rear and sides of the grounds should be solid, except for openings for walks.

There are certain important exceptions to this general principle of solid plantings. From some school grounds, especially in rural districts, there will be exceptionally fine views of the surrounding country. In such cases breaks will be made in the plantings so that the opening in the trees will frame an especially fine view of hillside, or wood, or stream, or valley, or field, or farm home. Or a part of the planting may be omitted altogether to preserve such a view. In very large grounds where the belt of trees may be quite wide, openings may be left to form attractive vistas on the grounds themselves and make it possible for the eye to travel unobstructed toward a fitting object at the end of the view.

In this plan of tree belts at the rear and sides of the grounds the rear belt will often be much thicker than the sides, giving the appearance of heavy massing in the background. In large grounds the rear belt may be several rods thick. The belts may vary in width. The side belts may project into the interior open space in some places and thin out in others almost to the boundary lines. The trees may be irregularly spaced, set from eight to ten feet apart, or even closer in large blocks, but certainly never closer than six feet.

For other purposes on the grounds the general rule for spacing should be followed. Trees should be set far enough apart to allow for the development of short thick trunks to withstand heavy winds and to support large tops—perhaps thirty feet apart, with an allowance of fifty feet for certain wide-spreading trees like elm, or red oak, or sycamore.

Trees may also be used in the plan in a limited way for screening outbuildings or shutting off unpleasant views. In most school grounds their use as a basis for comprehensive courses in tree study will be even more limited.

Planting Season

Trees may be set either in the fall or spring, but most authorities advise spring planting, especially for Indiana, as being safer. If planting is done in the fall, any time after the leaves fall is safe. Spring planting, to be most successful, should be done at as early a date as the ground can be worked.

It is advisable to select the exact date for planting with reference to weather conditions. In general, dry windy weather should be avoided. If possible a cool cloudy day should be selected.

While it may not be practicable for various reasons to attempt to carry out all the planting on Arbor Day, certainly some part of the general plan should center around the observance of the day. Even

when the planted plan is completed, the day may be the occasion for some sort of activity in connection with the school grounds.

Sources of Supply

If native trees are used they may be obtained, in some parts of the state, from woods near at hand, or from banks of streams or open fields in the neighborhood. In such cases care should be taken to select trees grown in the light. Often persons owning such woods or fields will be glad to donate the trees.

Coker gives a word of warning: "It is best to use our own native trees, shrubs, and flowers, to as great an extent as is consistent with expediency and common sense However, it should not be forgotten that the exotic plants that are most used in our gardens have won their way there by very superior qualities that have stood the most exacting test of years. In hardihood, adaptability, and staying power they have proved themselves superior to many of our native plants that might be more beautiful or picturesque if all their exacting requirements were met."⁶

Nursery-grown trees will be found to be more satisfactory than native in some ways. When trees are obtained from a nursery, proper care should be taken in shipping and immediately on their receipt precaution should be taken that the roots are not exposed and allowed to dry out.

In addition to these sources, trees may also be grown from seed. One advantage of home-grown seedlings is that they are always available at the proper time.

Native Trees

The best and most complete discussion of trees native to Indiana is contained in a volume by Charles C. Deam, *Trees of Indiana*.⁷ This book lists trees native to the state with a complete description of each, its characteristics, its distribution, its desirability for various purposes, the type of soil required, etc.

By way of suggestion a list of native trees suitable for use in school grounds in Indiana is given here. Certain ones included are useful only in certain kinds of soil and only for special purposes, as outlined in the section on trees in this publication. Each tree should be checked and carefully studied in Deam's book and other trees added to the list which follows: red cedar, willow, cottonwood, black walnut, beech, chestnut, pin oak, scarlet oak, red oak, white elm, tulip tree, sycamore, ailanthus, Norway maple, sugar or hard maple, black maple, Baltimore ash, sweet gum, black gum, linn, or basswood.

Lower growing forms may include: sassafras, pawpaw, crab apple, thorn apples (red haws), wild plum, red bud, dogwood, persimmon, water beech (or blue beech).

⁶ *Design and Improvement of School Grounds*, by W. C. Coker and Eleanor Hoffman, Extension Bulletin, University of North Carolina.

⁷ *Trees of Indiana*, by Charles C. Deam, Publication No. 13, Department of Conservation, State of Indiana.

Selection of Varieties

The selection of the species of trees to be planted will be determined by a number of considerations. Certain of these may be listed.

First is that of suitability to the space on the grounds to be filled. Are large or small trees, low growing, wide spreading, or tall slender trees required? The appearance of the tree when small as well as when grown to full maturity is important.

There is the consideration of adaptability of the tree to soil, weather conditions, and the special hardships of the school yard. In general it will be safe to select kinds known to be vigorous and hardy in similar soils of the neighborhood. It should be kept in mind that, from the very nature of things, trees in a school yard may be subject to special hardship such as trampling of the soil about their roots, lack of the cultivation and care that would be given in a private yard, perhaps more chances of broken twigs.

There is the question of longevity. Quick-growing, long-lived trees are the ideal. Quick-growing trees are desirable because they are quickly useful and beautiful. Unfortunately many quick-growing trees are not long-lived, tho there are certain long-lived trees which are comparatively quick-growing. Quick-growing, short-lived trees are often used if they are planted with others to be cut out later after the others are old enough to serve the purpose of use and beauty.

If trees are planted for shade, species having a long leaf period and a vigorous appearance of foliage thruout the season will be selected. Other considerations are resistance to insects and disease and ability to withstand transplanting.

Selection of Specimens

When the varieties of trees have been decided upon, care must be exercised in selecting specimens. Thrifty, well-formed specimens with straight vigorous stems, healthy fresh buds, and a compact root system with abundant fibrous roots should be chosen.

Specimens selected should be large enough so they can be protected well, but small enough to offer more ease in planting, greater chance of success in growth, and, if obtained from a nursery, less danger in transportation and a lower cost. The selection of trees under twelve feet is a wise rule, with eight to ten feet perhaps about right for most purposes. For close planting in wide belts it may sometimes be advisable to use one- or two-year-old seedlings eighteen to thirty-six inches in height. For other purposes three- to five-year-old nursery stock may be used.

Setting the Tree

For setting the trees there are well-defined detailed instructions to be found in many printed sources. For convenience a brief outline is included here.

The best soil is a good loam or mixture of sandy earth and well rotted manure. Care should be taken not to use raw manure where it will come in direct contact with the young roots which may be injured

by it. Poor, hard, gravelly soil should be carefully treated and enriched or replaced entirely by a good mixture. For such treatment the ground should be spaded to a depth of at least two feet and for several feet around. When the tree is set, the soil should be moist but not wet and should be finely pulverized and made mellow for the rootlets.

The hole dug to plant the tree should be large enough to contain all the roots spread out, so there is no danger of crowding, and deep enough to allow the tree to stand at about the same depth as it grew before, or a trifle lower.

The ground should be prepared and the hole dug and ready before the tree is brought to the grounds for planting, in order that there may be as little exposure of the roots of the tree as possible.

Transplanting

A factor contributing much to the success of tree planting is the method of removing the tree from its original place of growth. Where nursery stock is used this question will not enter, for the trees are taken up by persons skilled in such work. But where trees are secured from neighboring woods or fields, those in charge of the project will be directly responsible for taking up the trees and will need to understand the best procedure.

The tree should never be pulled from the ground but the ground around should be dug deeply with a spade, and the tree lifted out carefully. It is not necessary to move a mass of earth with the tree, but great care should be taken to preserve as much of the root system as possible and to avoid injury to the fine feeding roots.

As soon as the tree has been removed from the ground the roots should be protected immediately against sun and wind so that they will not dry out. And until the tree is finally set in its permanent place, the roots should not be exposed for an instant. For the delicate root hairs are the feeders of the tree and if they dry out they become functionless.

The roots may be protected by packing them with damp earth, with wet cloths such as burlap, with wet moss, or wet straw. Where the distance for moving the trees is short or where there are many trees to be moved, a barrel half-filled with water, or earth and water, may be used to advantage.

In setting the tree the roots should be straightened out and extended to their natural position, care being taken to avoid breaking them. The tree should be held so that when the soil is filled in it will stand at about its original depth or a little below. The finely pulverized soil should be sprinkled in, worked about each root, and packed tightly. Every crevice should be carefully filled in and packed so that all the rootlets will have a close contact with the soil and be able to absorb food for the tree. As the hole is filled in, the ground around the stem of the tree should be trodden down with the foot, and at the last a little loose earth filled in around the top to serve as a mulch to retain moisture. A mulch of strawy manure, or hay, or lawn clippings may be put around the tree to help keep down grass and weeds.

In many cases, especially where strong winds prevail, a stake should be driven in the ground near the tree, and the stem of the tree tied to it. Strips of cloth, a piece of rope wrapped with soft cloth, or a wire run thru a short length of garden hose may serve for this purpose. Care must be taken that the bark of the young tree is not injured by the chafing where it is tied.

It may be wise for the first few years at least to have a guard of slats built around the young trees to protect them, especially against stock if there is no fence or hedge enclosing the grounds. The pupils in the school will soon learn to respect the trees too much to be guilty of bending or breaking them.

Cutting the tree back to secure the proper balance between the crown and the root system when planting should be done with great care. The root system in smaller trees is larger in comparison to the crown, and so little or no cutting back may be necessary in the beginning—an argument for the use of smaller trees. Larger trees may need considerable pruning. The amount of cutting back will also depend considerably on the variety of tree. The lower branches may be removed and the laterals cut back, but the tree should never be “topped.” From 25 per cent to 50 per cent of the branches may thus be removed. In doing this the general principles for pruning trees should be followed.

Most authorities advise against using water when transplanting trees. The soil should be moist but not wet. The difficulty with wet soil is that when it dries out it contracts and draws away from the fine feeding roots so that the necessary close contact between roots and soil is broken.

After-Care

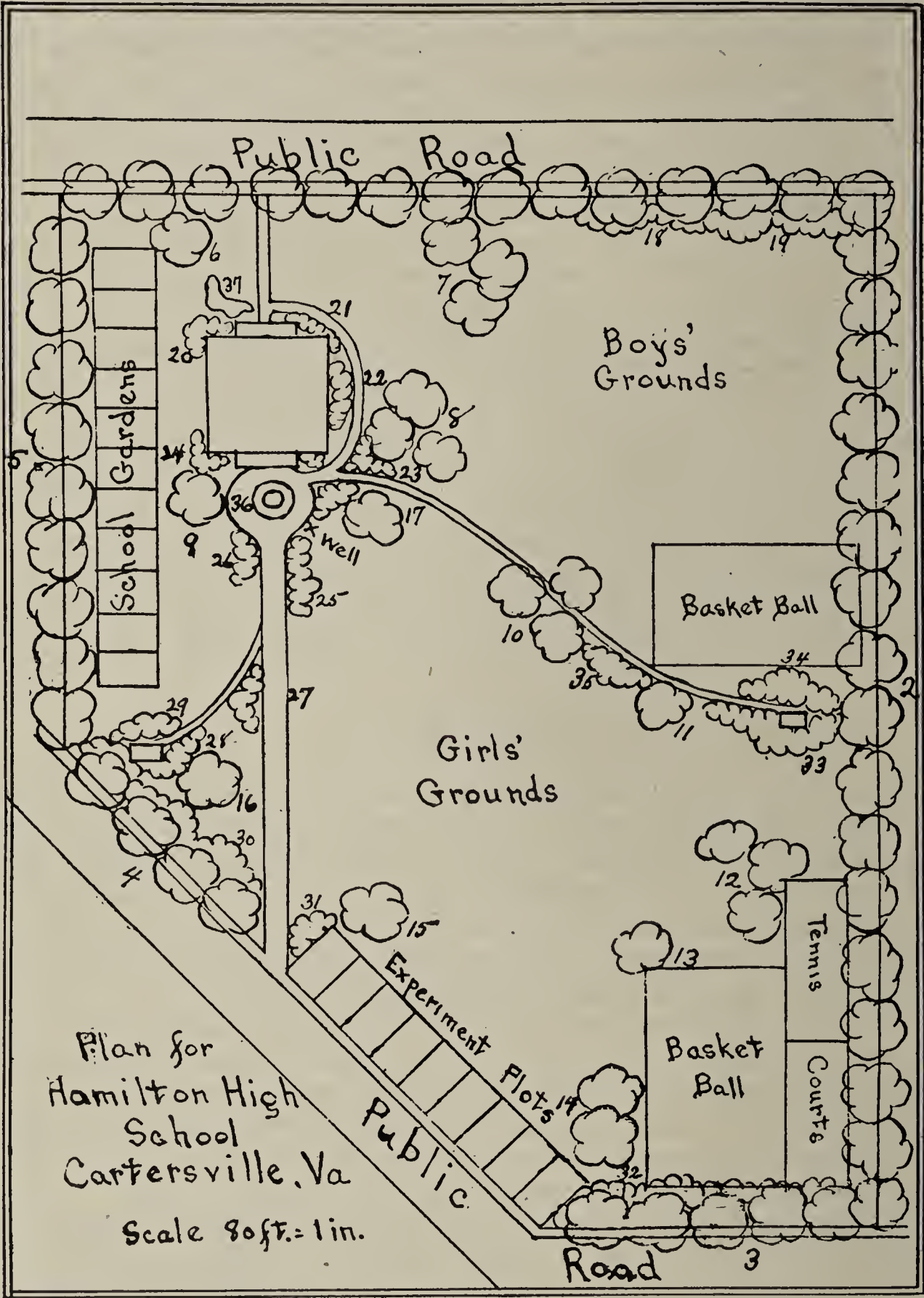
After the trees are in the ground, the soil around them should be kept in good condition. They will thrive better and grow faster in their early years if the weeds and grass are kept down, the ground kept fertilized, and the soil cultivated to the depth of two or three inches for a circle of a few feet around the tree. Pupils of the school can be taught that the trampling of the soil around the tree will cause the ground to dry out quickly and thereby injure the tree.

In most parts of the state not much watering will be needed, except in summer droughts, when the trees will need careful attention. In ordinary times sufficient moisture will usually be retained in the ground if the soil is kept loose on top, the weeds and grass kept down, trampling is avoided, and perhaps a mulch of cut grass or other material kept on the ground at the base of the tree.

A few years after planting most trees will need to have some pruning from time to time to remove broken or useless branches, to correct any tendencies toward crookedness, or to direct the growth to the best purposes. Great care, skill, and judgment are needed in the tools to be used, in the time of year to do the work, in the shaping of the tree for symmetry and other effects, in the cutting of branches so that no stub is left to carry decay to the heart of the tree, in the method of making the cut, and in the care of wounds after pruning.

THE USE OF SHRUBS

The use of shrubs in the plan for planting school grounds will be found easier than that of trees. Beautiful results may be had much more quickly than with trees. Shrubs can be used to good advantage



PLAN FOR FIVE-ACRE SCHOOL GROUNDS. HAMILTON HIGH SCHOOL, CARTERSVILLE, VA.

Reprinted from *Beautifying Our Schools*, a pamphlet issued by the Department of Public Instruction and the Coöperative Education Association of Virginia.

in small grounds where there is not much room for large trees. If mistakes are made in planting they can be corrected much more easily, for even large shrubs can be moved readily. Shrubs may be planted for temporary effects and removed later as other features of the plan develop.

As in the care of trees, shrubs will be made a definite part of the plan, and will not be scattered as individual specimens over large areas or in beds in open spaces of lawn.

Mass Effects

Shrubs will be planted for mass effects. For this effect a number of plants of the same kind will be used together. Where several species of unequal height are used, clumps of the taller species will be used behind the others. For the most part, shrubs are planted for foliage effects, since in most cases the season of bloom is a short one. But in selecting and locating them the flower effects should not be forgotten.

Massed around the foundation of the building, they serve to hide the rough foundation wall and to "tie" the building to the grounds. For this purpose low-growing forms may be used, or a combination of forms with the higher-growing kinds planted behind the others. If high steps lead to the entrance of the building, shrubs may be used to good advantage to fill in the angles of the steps and the building.

Tall forms may be used in clumps against the background of tree belts or in the corners of the grounds. They may be massed to define the entrances, and low forms used to outline walks and drives. They may be used as borders or as hedges to enclose the grounds.

Shrubs are especially useful to screen outbuildings or unpleasant views. For this purpose they may be used together with vines on trellises.

Sources of Supply

It ought not be difficult in any community to secure all the plants and shrubs necessary for the school yard. The number of suitable species both native and foreign is great. A small amount of money will secure from any nursery great numbers of plants, especially if smaller-sized stock is purchased. If money is not available the yards of the neighborhood may yield such old-fashioned favorites as snowballs, lilacs, honeysuckle, rose of Sharon, or those that have won more recent favor, as spirea, hydrangeas, deutzias. Often neighboring woods, fence rows, roadsides, or fields will furnish such effective materials as coralberry, sumac, or Virginia creeper.

On the subject of the use of native shrubs, Dean Stanley Coulter says:

"Our native shrubs have been little used locally for gardens. If our common elder and smooth sumac cost a dollar apiece, they would doubtless be extensively planted. As they are found growing wild everywhere, they command little attention. Often the real ornamental value is lost sight of, in order that something unusual or bizarre may be introduced which must be purchased from a nursery at a high price."⁸

⁸ Foreword, *Shrubs of Indiana*, by Charles C. Deam, 1924, Publication No. 44, Department of Conservation, State of Indiana.

While perhaps few schools will want to confine themselves to the use of native shrubs alone, the use of a certain number of these is strongly recommended. In selecting native plants and shrubs, the commonest things to be found in the fields and woods should be used. In selecting foreign shrubs, those kinds that are known to be vigorous and hardy in the neighborhood should be chosen.

Native Shrubs

The best authority on native shrubs and vines in Indiana is also Deam, in his volume *Shrubs of Indiana*.⁹ Certain of the following, whose characteristics as given in Deam's book indicate their desirability, might be used in school yards: sumac, wahoo, elder, willows (low), spicebush, hydrangea, (wild) roses, hawthorns, coralberry, viburnum, honeysuckle, and others. Of the vines, the Virginia creeper, (wild) grapes, smilax or greenbrier, bittersweet, and perhaps the trumpet creeper, may be used.

Shrubs Not Native

The following shrubs and their varieties are particularly adapted to Indiana conditions and are types which lend themselves to the natural idea in planting. (Latin names are given to aid in finding the reference in nursery catalogs.)

Tall species: white fringe (*chionanthus*), dogwood (*comus*), Japan quince (*cydonia*), pearl bush (*exochorda*), golden bell (*forsythia*), althea (*hibiscus*), *ligustrum amurense*, honeysuckle (*lonicera*), mock orange (*philadelphus*), acacia (*robinia*), sumac (*rhus*), lilac (*syringa*), viburnum.

Medium height: Japanese barberry, all-spice (*calycanthus*), deutzia, *deirvilla*, hydrangea, kerria, white kerria (*rhodotypus*), currant (*ribes*), spirea, *symphoricarpos*, tamarix, viburnum.

Low: deutzia (*gracilis*), cinquefoil (*potentilla*).

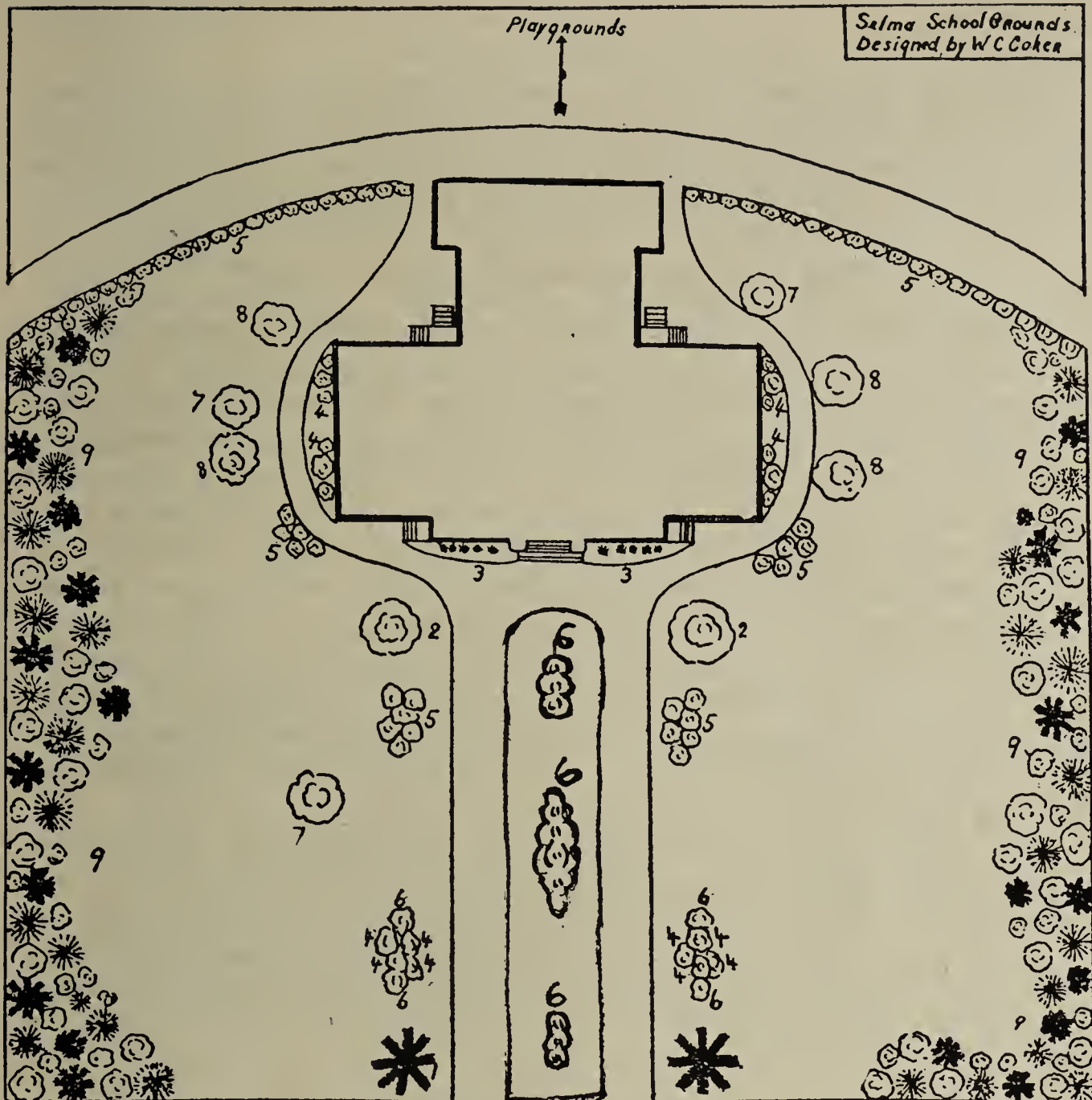
Planting

In the planting of individual shrubs the procedure is much the same as that for trees in the preparation of the soil, the digging of the holes, the removal of the plants from their original location, the protection of the root systems in transplanting, and the setting of the plants in their new location. In the case of shrubs, however, since a number of them will be set close together for mass effects in hedge or clump, a strip or plot of ground will usually be dug and prepared instead of an area for each individual plant. When the plants have been set, extra manure may be spread on top of the ground around them and let stand.

After-Care

At the time when plans are being made to plant shrubbery, plans should also be made for the labor and expense of its after-care. The ground will need shallow cultivation to keep down the weeds and grass and to form a dust mulch. The plants will need watering to keep them alive during droughts and for the first year or two to insure a rapid

⁹ *Shrubs of Indiana*, by Charles C. Deam, Publication No. 44, Department of Conservation, State of Indiana.



School grounds artistically planted appeal to children. Selma School Grounds, Selma, N.C.

(Courtesy of the University of North Carolina Bureau of Extension. *Design and Improvement of School Grounds*, by W. C. Coker and Eleanor Hoffman.)

Key of Plan

(The key to this plan has been changed to meet Indiana conditions. For the trees, plants, and shrubs here suggested others may be substituted as desired.)

1. *Quercus rubra*, red oak.
2. *Acer negundo*, box elder.
3. *Spirea Van Houttei*.
4. *Deutzia gracilis*.
5. *Berberis Thunbergii*, Japanese barberry.
6. *Forsythia viridissima*, golden bell.
7. *Fagus grandifolia*, beech.
8. *Liriodendron tulipifera*, yellow poplar.
9. Border of native trees, beeches, maples, etc., red-bud, dogwood, lilacs, snowballs, syringas, etc., planted according to height.

vigorous growth. And from time to time new fertilization will be required.

Each year the plants will need some pruning and in time may need much cutting back. All dead and unhealthy growth must be cut out. When the plants become thin or straggly, or too large for the purpose for which they were designed, they may be sheared back all around.

THE USE OF FLOWERS AND VINES

Annual flowers are less adapted to school planting perhaps than to any other type. Ordinarily they require more care, especially in the summer when schools are not in session, are least effective in general during the period of the greatest use of the school, and often have little foliage effect to recommend them when they are not in bloom.

But used as fillers among the permanent plants and around the edges of shrub plantings, they lend variety and charm. Surely such old-fashioned favorites as marigolds, zinnias, asters, nasturtiums, balsam, petunias, and cosmos might find a limited place.

Certain of the perennials too are worth considering for use in combination with other plantings. Clumps of phlox or larkspur in corners and angles of plantings about the buildings, hollyhocks against high heavy borders of shrubs, or groups of iris may be effective and practical even in a school yard.

Mrs. David Ross, of Indianapolis, has suggested that the children be given some space to grow peonies and other flowers to be used for decorations as a part of the children's observance of Memorial Day.

Vines may serve a distinct purpose when used to screen outbuildings, or to cover pergolas, or they may be trained to cover the school building itself or parts of it.

SPECIAL FEATURES

Individuality in grounds may sometimes be achieved by the use of special features which serve to give personality, as it were, to the entire scheme. A vine-covered pergola or an arbor, well-planned gateways or entrances may fit into the plan for school grounds as well as home or park grounds.

Devices other than planting may add to the attractiveness of the grounds. Bird houses, bird baths, sun dials, benches, art objects, boulders, even a pool may be effectively used.

In many schools much may be made of special natural features of the grounds as they were before planting, such as the arrangement of plantings so that an especially fine view of the surrounding country may be retained, the terracing of a slope in the grounds, the featuring of a fine old tree, or a pile of stones, or other special object.

For example, on the rather large grounds of one city school there was an old sinkhole grown up with a thicket of wild plum and partly filled with tin cans and rubbish. Instead of cutting out the plum and leveling the sinkhole, the committee in charge cleaned out the rubbish, filled in the very bottom of the sinkhole, and allowed the plum to remain as a sanctuary for the birds. In the general plan for the grounds this old sinkhole became one of the most attractive features.

SOURCES OF INFORMATION

The Bureau of Public Discussion of the Indiana University Extension Division has a limited number of loan package libraries on the subject of beautification of school grounds and allied subjects. Other sources are: Purdue University, Lafayette; the Division of Forestry in the State Department of Conservation, State House, Indianapolis; the United States Department of Agriculture, Washington, D.C.; the American Tree Association, 1214 Sixteenth Street, Washington, D.C.; the State Library, State House, Indianapolis; and the local libraries of the state.

University extension divisions and state departments of public instruction of many states have valuable publications. A number of current magazines will be found helpful. Nursery and seed catalogs give much assistance.

PAMPHLETS AND BOOKS

School Ground Planning, by James L. Orr, A.M., Recreational Engineer. Vol. 9, No. 7, special series No. 10, General Extension Division Record, University of Florida, Gainesville, Florida.

The Landscape Development of School Grounds, by John William Gregg, Professor of Landscape Gardening and Floriculture, University of California. Reprint from *The American City*, January, 1916.

Landscape Gardening as Applied to School Grounds, by Professor Tell W. Nicolet of the University of Nebraska. Department of Public Instruction, Lincoln, Nebraska.

Tree Planting on Rural School Grounds, by William L. Hall, Assistant Superintendent of Tree Planting, Bureau of Forestry. *Farmers' Bulletin* No. 134, U.S. Department of Agriculture, Washington, D.C.

Beautifying Our Schools. Department of Public Instruction of Virginia, Richmond, Virginia.

The School Beautiful, by Maud Barnett. Issued by C. P. Cary, State Superintendent, Madison, Wisconsin.

Design and Improvement of School Grounds, by W. C. Coker and Eleanor Hoffman, Bureau of Extension Bulletin, University of North Carolina, Chapel Hill, N.C.

Beautifying School Houses and Yards. Hampton Normal and Agricultural Institute, Hampton, Virginia.

Landscape Gardening for Playgrounds, by Charles Mulford Robinson. *Proceedings of the Second Annual Playground Congress*, Playground Association of America, 1 Madison Avenue, New York City.

How to Set Out Trees and Shrubbery—Hints on Rural School Grounds, by Professor H. L. Bailey, Cornell University. *Youth's Companion*, Boston, Mass.

Trees of Indiana, by Charles C. Deam. Publication No. 13, Department of Conservation, State of Indiana, State House, Indianapolis.

Shrubs of Indiana, by Charles C. Deam. Publication No. 44, Department of Conservation, State of Indiana, State House, Indianapolis.

- Shade Trees*, by Charles C. Deam. 1912 *Report*, Indiana State Board of Forestry. State House, Indianapolis.
- Suggestions for Improvement of Indiana Woodlots*, by Stanley Coulter. 1912 *Report*, Indiana State Board of Forestry. State House, Indianapolis.
- Beautifying the Home Grounds*, by C. L. Burkholder, Division of Horticulture, Department of Agricultural Extension, Purdue University. Extension *Bulletin* No. 98, Lafayette, Ind.
- Planting and Care of Shade Trees*, by C. L. Burkholder, Department of Horticulture, Agricultural Experiment Station, Purdue University. Extension *Bulletin* No. 119, Lafayette, Ind.
- The Home Grounds*. *Bulletin* 361, Mailing Room, College of Agriculture, Ithaca, New York.
- Country Planning*. *Bulletin* Series II, No. 8, American Civic Association, 914 Union Trust Building, Washington, D.C.
- The Beautification of Home Grounds*, by Mary Beard Ellis, Extension *Bulletin*, University of Texas, Austin, Texas.
- The Town Common*. Extension *Bulletin* No. 7, Extension Service, Massachusetts Agricultural College, Amherst, Mass.
- Adaptation of Plants to Conditions*. H. F. Major, Urbana, Ill.
- Illinois Way*. Dr. Wilhelm Miller, Urbana, Ill.
- Prairie Spirit in Landscape Gardening*. Dr. Wilhelm Miller, Urbana, Ill.
- The Garden Library Series*. Doubleday, Page, and Company, Garden City, New York.
- How to Lay Out Suburban Grounds*, by Kellaway. John Wiley and Sons, New York.
- Landscape Gardening as Applied to Home Decoration*, by Maynard, Revised. John Wiley and Sons, New York.
- How to Plan the Home Grounds*, by Parsons. Doubleday, Page, and Company, Garden City, New York.
- The Landscape Gardening Book*, by Grace Tabor. McBride Publishing Company, New York.
- The Landscape Beautiful*, by F. A. Waugh. Orange Judd Company, New York.
- Rural Improvement*, by F. A. Waugh. Orange Judd Company, New York.
- House and Garden Making Books* by various authors including *How to Make Walks, Paths, Lawns, Gardens*. Conde Nast and Company, New York.
- The School Garden*, by L. C. Corbett. *Farmers' Bulletin* No. 218, U.S. Department of Agriculture, Washington D.C.
- Making the Community Beautiful*, by R. E. Hieronymus, Art Extension Committee. University of Illinois, Urbana, Ill.
- The Schools of Your City*, Civic Development *Publications*, U.S. Chamber of Commerce, Washington, D.C.
- School Grounds, School Buildings, and Their Equipment*, by W. F. Doughty. *Bulletin* 65, August 1, 1917, Department of Education, Austin, Texas.

Improving the School Grounds, by B. W. Auspon. Maryland State College of Agriculture, Extension Service, *Bulletin* No. 10, January, 1928. College Park, Md.

Beautifying School and Home Grounds. Whole No. 58, January-February, 1922. Kansas State Normal School, Emporia, Kansas.

School Grounds, Their Design and Development. California State Printing Office, Sacramento, 1922.

High School Buildings and Grounds. *Bulletin* 1922, No. 23. U.S. Department of the Interior, Bureau of Education, Washington, D.C.

Periodicals

A list of selected periodicals having articles bearing on gardening and school grounds includes: *American City*; *Better Homes and Gardens*; *House and Garden*; *House Beautiful*; and *Nature Magazine*.

CONTEST IN SCHOOL BEAUTIFICATION

A contest in the beautification of school grounds is being conducted in the schools of Indiana by the Indiana Federation of Art Clubs and the Indiana Parent-Teacher Association in coöperation with the Extension Division of Indiana University.

Purpose

The purpose of the contest is to stimulate interest and greater activity in planning and planting school grounds with trees, shrubs, flowers, and vines that the school may be made one of the most beautiful and inviting spots in the community.

State Committee

The state committee in direct charge of the contest is as follows:

Mrs. H. B. Burnet, 4417 North Pennsylvania Street, Indianapolis, Chairman, for the Indiana Federation of Art Clubs and the Indiana Parent-Teacher Association.

Will Scott, Bloomington, for the Indiana Parent-Teacher Association.

W. S. Bittner, Bloomington, for the Indiana University Extension Division.

Miss Lella R. Gaddis, Purdue University, Lafayette, member-at-large.

Frank G. Bates, Bloomington, Executive Secretary, Municipal League of Indiana, member-at-large.

C. L. Burkholder, Purdue University, Lafayette, member-at-large.

Mrs. Edna Hatfield Edmondson, Bloomington, Secretary to the Committee.

Conditions of the Contest

Any school in Indiana may enter the contest (except that schools using professional landscape gardeners may not enter).¹⁰

The schools entering the contest will be judged in three groups: (1) rural one-room schools, (2) rural consolidated schools, (3) town and city schools.

Official enrollment blanks are furnished and are to be filled in and sent to the Extension Division of Indiana University, Bloomington, by March 1, 1929.

The plan for the contest involves several definite features:

First, the interest of the whole community in the plan as expressed in three groups: (1) community or organizations; (2) the teachers and children in the schools; (3) school boards and school officials.

Second, the actual projects, the formulation of planting plans, and the actual planting of the grounds.

Third, the type of materials used in the completed plan.

¹⁰ This provision is not made to discourage the employment of competent landscape gardeners. Indeed, every encouragement should be given to schools to seek the most expert assistance and advice possible. But the contest is designed rather to appeal to those schools where such assistance is not available, where funds are not possible, or where sufficient interest has not been aroused.

The contest will cover a period of time from January 1, 1929, the first date for enrollments, to December 1, 1929, the date for sending in the final report—thus giving a spring and a fall for carrying out the special projects.

Report Blanks

A first report blank containing: (1) an acknowledgment of enrollment, (2) definite instructions for carrying out the terms of the contest, (3) a form for reporting sent by the committee to each school entering the contest as soon as the school enrolls. This report blank is to be returned June 1, 1929.

To each school that enrolls in the contest and returns the first report blank, a second report blank with instructions is sent in September. This blank is to be returned not later than December 1, 1929.

Judging the Contest

The contest will be judged by members of the State Committee on the basis of the point system covering the interest of the community as expressed in three groups: (1) community organizations, teachers and children in the schools, school boards and school officials; (2) the actual projects, the formulation of the planting plans, and the actual planting of the grounds; and (3) the type of materials used in the planted plan. The following roughly devised schedule of 100 points will be used in judging the contest:

1. Participation of the Community..... 15 points
 - a. One or more community meetings devoted to the subject of beautification of school grounds
 - (1) meeting of the parent-teacher association if there is one organized in connection with the school
 - (2) meeting of the local art club if there is one
 - (3) any other community meeting
 - b. Parents or other members of the community serving on committees to carry out plan for planting school grounds or other beautification plans
2. Participation of teachers and school children..... 15 points

Classroom studies, exercises, or projects such as compositions, recitations, plant study, tree study, nature study exhibit
3. Participation of school boards and school officials..... 15 points
 - a. Purchase of all or part of trees and shrubs for planting
 - b. Members serving on committees or taking part otherwise in the project
4. Planting plan 15 points

Graph

Description of plan

Photograph of grounds before planting

5. Planted plan 15 points
 - Graph
 - Description of plan
 - Photographs after planting
6. Use of some native trees, shrubs, and plants in the plan.. 10 points
7. Use of devices other than planting..... 10 points
 - Such as bird houses, bird baths, benches or art objects, boulders, and other natural objects
8. Utilization of special natural features of the grounds as they were before planting..... 5 points

Distribution of Announcements

Publicity was given to the plan and announcements were sent to county and city superintendents of schools, to school principals, to local parent-teacher associations, to local art clubs of the state, and to others making special requests.

Special Instructions

The announcement of the contest carried a list of sources for information and the following special instructions:

1. Enroll the school on the official blank immediately upon receipt of the announcement.
2. Start upon the projects outlined under 1, 2, 3, and 4 in the schedule so that by spring most of the preliminary work will have been done. That is, the active participation of the community, the teachers and pupils, and the school authorities should have been secured, a sufficient time should have been directed to study of the subject, and the plan for planting should have been decided upon.
3. Start upon the projects outlined in 5, 6, 7, and 8 of the schedule. By June certainly the greatest part of the planting should have been completed, leaving for the fall only the necessary planting and the completion of the plan.
4. On June 1, send in the first report blank.
5. In the fall complete the planting and other parts of the plan.
6. On December 1, send in the second report blank.

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READING COURSES

by

AVIS TARRANT BURKE

1929

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UNIVERSITY OF ILLINOIS

Reading Courses

by

AVIS TARRANT BURKE

BULLETIN OF THE EXTENSION DIVISION, INDIANA UNIVERSITY

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APRIL, 1929

No. 8

Home Education Service

WILLIAM LOWE BRYAN, Ph.D., LL.D., President, Indiana University.

ROBERT E. CAVANAUGH, A.M., Director of the Extension Division.

WALTON S. BITTNER, A.M., Associate Director of the Extension Division; Chairman of Home Education, Indiana Parent-Teacher Association.

(MRS.) AVIS TARRANT BURKE, Assistant, Public Welfare Service of the Extension Division; Chairman, Reciprocity Committee, Indiana Federation of Clubs; Assistant *Bulletin* Editor, Indiana Federation of Art Clubs.

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Reading Courses

ENROLLMENT IN READING COURSES

Why a reading course? Sooner or later the thoughtful reader tires of an endless stream of novels—good, bad, indifferent—and utterly unrelated books of non-fiction, and devoutly wishes for guidance to some type of reading that will entertain and at the same time satisfy a desire for self-education, give an acquaintance with authors and subjects, and gratify a curiosity about various phases of life. The reading course is the answer to the problem for it is designed to serve as an encouragement to the reading of good books by young and old, and especially for the latter whose days of formal schooling are over.

What are the reading courses? There are many reading courses prepared by different agencies on a great variety of subjects—history, art, music, politics, religion, literature, science. Those most widely used are the forty-one courses prepared by the American Library Association, called the “Reading with a Purpose Series”; and the twenty-four courses of the United States Bureau of Education. In Indiana those prepared under the supervision of the Extension Division of the State University are much liked. Each course is on one particular subject and is prepared by an expert in his field who lists some ten or a dozen readable books, arranging them for consecutive reading. Take for example the American Library Association Reading Course called “The United States in Recent Times” prepared by Frederick L. Paxson, historian and author. He selects the following books:

Theodore Roosevelt and His Times.....Joseph Bucklin Bishop
Recent History of the United States.....Frederick L. Paxson
Life and Letters of John Hay.....William Roscoe Thayer
The Life and Letters of Walter H. Page.....Burton J. Hendrick
Twenty Years at Hull House.....Jane Addams
Autobiography of Andrew Carnegie
Americanization of Edward Bok

A glance at the names of these books and their authors is sufficient to recommend them, for they are concerned with the lives of internationally known characters who have played important parts in the great problems of America of our day.

Where may one get copies of reading courses? The courses in the Reading with a Purpose Series are distributed by the American Library Association, 86 East Randolph Street, Chicago. The price of each booklet is 35 cents. Local librarians usually have copies to lend to their patrons, and sometimes to sell. The Extension Division lends thru its Package Library Service copies of the courses of the American Library Association. They may be kept for two weeks and then returned to the Extension Division. There is no expense to the borrower

except the return postage on the package. In Indiana the State University distributes the reading courses of the United States Bureau of Education. In addition the University sends out its own reading courses to those requesting them.

Where does one borrow the books? The books named for a reading course may be borrowed from the local librarian. If the local library does not have them the State Library at Indianapolis may provide them for individual loans or may make up a deposit or traveling library loan. The reader may buy them if he prefers. The National Congress of Parents and Teachers urges local associations to assist local schools and libraries in securing reading course books. The Extension Division does not have the books.

Why certificates for reading? Each person who enrolls in a reading course and completes it according to requirements is entitled to a certificate. Book lists and reading courses are useful as guides to reading, but they are also adaptable to the needs of persons who want credit as a spur to effort. There are some who disapprove of diplomas and other awards. For one who is interested in reading for its own sake, without regard to credit of any kind, the reading courses are none the less useful because other persons may desire the machinery of enrollments, reports, and awards as a convenient method of pursuing directed reading toward a definite goal. The granting of certificates is a device to mark the completion of a worthy effort, a marking off of steps in progress.

How enroll in a course? The reader should examine the different lists of courses. He should decide upon several and write to the Extension Division of Indiana University for copies of these courses. For instance, if he is interested in art he may select from the American Library Association, United States Bureau of Education, and Indiana University courses all those which have any bearing on the subject. If he is interested in literature or politics, he may choose in the same way. Some of the popular courses are: World's Great Literary Bibles, Thirty Books of Great Fiction, Thirty American Heroes, Master Builders of Today, Music Appreciation, from among United States Bureau of Education courses; The Fine Arts, Home Making, American Drama, from the Indiana University list; Ears to Hear, Psychology and its Use, The Europe of our Day, Pleasure from Pictures, Westward March of American Settlement, from the American Library Association Series. When he receives the copies of the courses from the Extension Division he will then be able to decide intelligently the course which names the books he would most enjoy reading.

After the course is decided upon the reader should fill out the enrollment blank,* send it to the Extension Division, and begin reading. No fee is required.

What requirements for enrolled readers? As soon as the reader finishes each book, he sends in to the Extension Division a short résumé of it. The résumé may be of three kinds—summary, review, or report—any one of which may be chosen, but the review or report are

* See page 29.

preferred for they indicate critical thinking, one of the highest aims in education.

1. The summary is short, states the main points of the book and mentions features of special interest.
2. The review gives important lines of thought, peculiarities of character development and style, plot, viewpoint of the author, purpose or thesis, appraisal of his success, or similar comments.
3. The report calls attention to some especially striking or noteworthy portions of the book, and includes personal comments, difference of opinion, criticism, questions, objections, appreciation.

The résumé will be inspected and filed. Notice of its acceptance will be sent. As long as three years may be taken to read all the books in a course. When all the summaries are accepted the Extension Division will send a list of questions which may be answered with the help of the books. When these questions are answered, a certificate will be awarded. It does not carry credit toward a University degree but is simply an honorary recognition of the completion of a reading course.

How secure criticism of reports? It should be clearly understood that readers who send in written book résumés do so in order to give tangible evidence of their progress. Usually these are merely inspected, acknowledged, and filed as part of the record; they are not thoroly examined or criticized. For critical examination of reviews and reports a special arrangement is made. Readers who wish criticism must submit a paper or essay on one or more books in the course together with a fee of twenty-five cents for each manuscript, and notify the Extension Division of their desire. The paper will be examined and criticized in writing by a University professor or a member of the Extension Division staff, and returned to the author. An enrolled reader does not need to submit papers for criticism in order to receive the certificates.

THE COURSES

The reading courses incorporated in the plan for the Federation society, Epsilon Sigma Omicron,* are prepared by three different agencies: the United States Bureau of Education, the Indiana University Extension Division, and the American Library Association. They are all administered in Indiana by the Extension Division of Indiana University. For a number of years the Extension Division of the State University, coöperating with the United States Bureau of Education, has been administering for Indiana, the reading courses of the Bureau, that is, enrolling the reader in the course he selects, passing upon the summary of each book named, sending out the questions on the books, and issuing the certificate upon satisfactory completion of the course. At the request of the Federation and with the consent of the American Library Association, Indiana University Extension Division now also administers free of charge in the same way the reading courses of the American Library Association, which provides no agency of its own for this service.

* See page 22.

UNITED STATES BUREAU OF EDUCATION READING COURSES

1. World's Great Literary Bibles
2. Great Literature—Ancient, Medieval, and Modern
3. Miscellaneous Reading for Parents
4. Miscellaneous Reading for Boys
5. Miscellaneous Reading for Girls
6. Thirty Books of Great Fiction
7. Thirty World Heroes
8. American Literature
9. Thirty American Heroes
10. American History
11. France and Her History
12. Heroes of American Democracy
13. The Call of Blue Waters
14. Iron and Steel
15. Shipbuilding
17. Foreign Trade
19. Master Builders of Today
20. Teaching
21. Twenty Good Books for Parents
22. Agriculture and Country Life
23. Architecture
26. Sixty Selected Stories for Boys and Girls
28. Kindergarten Ideals in Home and School
31. Music Appreciation
32. The Whole Child

INDIANA UNIVERSITY READING COURSES

1. The Fine Arts—Painting, Sculpture, Architecture
2. Home-Making
3. Music Appreciation
4. American Drama
5. Social Science
6. The Orient
7. Best Books of 1928

AMERICAN LIBRARY ASSOCIATION READING WITH A PURPOSE SERIES

1. BiologyVernon Kellogg
2. English LiteratureW. N. C. Carlton
3. Ten Pivotal Figures of History.....Ambrose W. Vernon
4. Some Great American Books.....Dallas Lore Sharp
6. Frontiers of KnowledgeJesse Lee Bennett
7. Ears to Hear: A Guide to Music LoversDaniel G. Mason
8. Sociology and Social ProblemsHoward W. Odum
9. The Physical SciencesEdwin E. Slosson
10. Conflicts in American Public Opinion
.....Walter E. Myer and William Allen White

11. Psychology and Its UseEverett Dean Martin
12. PhilosophyAlexander Meiklejohn
13. Our ChildrenM. V. O'Shea
14. Religion in Everyday LifeWilfred T. Grenfell
15. The Life of ChristRufus M. Jones
17. The Appreciation of SculptureLorado Taft
18. The Europe of Our DayHerbert Adams Gibbons
19. The Poetry of Our Own TimesMarguerite Wilkinson
20. The United States in Recent TimesFrederick L. Paxson
21. Pleasure from PicturesHenry Turner Bailey
22. American EducationWilliam F. Russell
23. ArchitectureLewis Mumford
24. The Modern EssaySamuel McChord Crothers
25. Americans from AbroadJohn Palmer Gavit
26. The French Revolution as Told in Fiction.....William S. Davis
27. The Practice of Politics.....Raymond Moley
28. The Modern Drama.....Barrett H. Clark
29. The Westward March of American Settlement..Hamlin Garland
30. The StarsHarlow Shapley
31. The Founders of the Republic.....Claude G. Bowers
32. The Foreign Relations of the United States..Paul Scott Mowrer
33. Twentieth-Century American Novels.....William Lyon Phelps
34. English DramaWalter Prichard Eaton
35. Good EnglishVirginia C. Bacon
36. Flower GardeningSidney B. Mitchell
37. French LiteratureIrving Babbitt
38. The Young Child.....Bird T. Baldwin
40. Geography, and our Need of it.....J. Russell Smith
41. Pivotal Figures of Science.....Arthur E. Bostwick
42. George WashingtonAlbert Bushnell Hart
43. Prehistoric ManGeorge Grant McCurdy
47. The Human Body and its Care.....Morris Fishbein

Courses in Preparation

5. EconomicsLeon C. Marshall
16. Mental HygieneFrankwood E. Williams
39. Interior DecorationHarold D. Eberlein
44. Living Religions of the World.....Robert Ernest Hume
45. English HistoryGeorge H. Locke
46. The Romance of Modern Exploration.....Fitzhugh Green
48. Capital and Labor.....John Andrews Fitch

CORRESPONDENCE COURSES

A few correspondence courses are included here because they may be used by individuals and clubs in much the same way as reading courses, and because they may be pursued not only for college credit but also for certificates carrying credit in the honorary Federation

society, Epsilon Sigma Omicron.* Correspondence courses of Indiana University cover a wide range of subjects. A full description of these with application blank will be sent upon request. Any person over eighteen years of age may enroll by filling out the application blank and paying the necessary fee, \$5 a credit hour. The credit given for the course may be applied toward a University degree if desired, after the regular requirements are met.

A few correspondence courses are:

- C233. Elizabethan Drama
- C237a. Victorian Literature
- C218. The Literature of the Bible
- C241. Study of the Short Story
- C250. Twentieth-Century Poetry
- C251. Twentieth-Century Drama
- C121b. Sophomore English Literature
- C252a. American Literature
- C253a. The Novel
- C254a. Shakespeare
- C206. History of the Fine Arts
- C115. Conservation of Natural Resources
- C202a. Greek History
- C202b. Roman History
- C104a. English History to 1689
- C104b. English History since 1689
- C124. Modern France, 1461-1789
- C125. French Revolution and Napoleon
- C207a. The Industrial Revolution in England
- C208a. American Colonial History, Advanced Course
- C230a. Development of the Far American West
- C231a. History of Indiana
- C102a. Textiles
- C215a. House Sanitation
- C111. Food Study
- C215. House Management
- C226. Economics of the Family
- C207a. Short Story Writing
- C17a. Appreciation of Music

INDIANA UNIVERSITY READING COURSES

No. 1. The Fine Arts—Painting, Architecture, Sculpture

The books for this course were selected with the belief that club women, or others, will find the contents not only instructive and profitable from an educational point of view, but also entertaining and interesting. It is gratifying to observe the increased desire on the part of the layman to know and appreciate the fine arts, which play so important a part in enriching and shaping our individual lives and our social fabric.—ROBERT E. BURKE, A.M., Head of the Department of Fine Arts.

* See page 22.

Group 1. Painting and Painters

How to Study Pictures. Charles Caffin. The Century Co. 1905. Pp. 480.

In this book the author adopts the parallel method "Look on this picture and on this," not to suggest that one is more admirable than another, but to stimulate interest and the faculty of observation, and to show how various are the motives which have prompted artists and the methods which they have adopted. In the comparisons the author has included as many as possible of the "motives and methods which have from time to time prevailed so that the student may gain a basis of appreciation from which to extend his observation with understanding and enjoyment." "For the object of study should be to put oneself in touch with each artist in time, to enter his point of view, to see as far as possible with his eyes, and to estimate his work, not for what it does not contain, but for what it does. In this way only can our appreciation of painting become catholic and intelligent. Then we are no longer content to say, 'I know what I like,' but 'I know why I like' and our likings are multiplied."

History of American Painting. Charles Caffin. F. A. Stokes Co. 1927. Pp. 396.

The work aims not only to help the reader to a knowledge of a few painters, but "much more to put him in possession of a basis of appreciation on which he may form judgments for himself of the work that is being done today by American artists."

Meaning of Pictures. John C. Van Dyck. Scribner's Sons. 1911. Pp. 161.

In these lectures the author has endeavored to set forth the various viewpoints in estimating art. The painter's conception has perhaps received the primary attention, but he has given the public's conception also.

History of Italian Painting. F. J. Mather. Henry Holt and Co. 1923. Pp. 495.

This is a book for beginners wishing to learn, and was intended by the author to interest the intelligent traveller in Europe and the private student. The author says, "I have had before me the kind of introduction to Italian painting that would have been helpful to me thirty years ago in those days of bewildered enthusiasm when I was making my Grand Tour."

Group 2. Architecture

The Enjoyment of Architecture. Talbot Faulkner Hamlin. Scribners' Sons. 1927. Pp. 336.

The author, writing in easy style and interesting manner, directs the reader to a consideration of architecture as a part of art in everyday life. He says the pleasures that architecture can give "are open to one who will walk our streets with a seeing eye, and with even an

elementary knowledge of what architecture is, what it is striving for, how and under what laws it works. And this knowledge we can each possess at a trifling cost of time and study, but to our great advantage."

Reason in Architecture. T. C. Jackson. J. Murray. 1906. Pp. 189.

The author shows that, as in the past, progress and fresh departures in art can be accounted for by changes in social conditions and in the necessities or conveniency of construction, so at the present day our architecture will depend for its vitality upon its accommodation to the circumstances of the day. It is the spirit rather than the letter of the great styles of the past that will be of use to us.

Architecture. William Richard Lethaby. Henry Holt and Co. 1923. Pp. 226.

This is a short history of architecture beginning with the origin of architecture, and tracing its development thru Egypt, Babylonia, Greece, Rome, France, and England to modern times.

The Meaning of Architecture. Irving Pond. Marshall Jones Co. 1918. Pp. 226.

Author's idea: Architectural forms do not develop from structural necessity but in response to aesthetic demands. Compare with *Reason in Architecture*.

Architecture. A. M. Brooks. Marshall Jones Co. 1924. Pp. 182.

In this book is described the importance of Greek and Roman architecture, the spirit at the back of them, and their effect on modern architecture. "The lesson of the antique is not its literal reproduction but the attempt to recover the persistent 'will to perfection' of the Greek artist, the illimitable courage and far-reaching vision of the Roman builder."

Group 3. Sculpture

Appreciation of Sculpture. Russel Sturgis. The Baker and Taylor Co. 1904. Pp. 235.

This book has numerous illustrations of pieces of sculpture which the author in the text analyzes and interprets. He thus enables the reader to understand the motives of the sculptor in executing the work and the principles and limitations which govern it.

Spirit of American Sculpture. Adeline Adams. National Sculpture Society. 1923. Pp. 234.

Short volume giving review of American sculpture up to 1923. It indicates "certain natural divisions of the subject by means of those enterprises of peace, the expositions"—those of 1876, 1893—and treats of the significance of the work and style of leaders in the art, and the materials used. Many illustrations add to the charm of the text.

History of American Sculpture. Lorado Taft. Macmillan Co. 1924. Pp. 604.

The space of time covered in this history is divided into three parts: (1) The beginnings of American sculpture, 1750-1850. In these years are shown faint foreshadowings of our coming achievements, and the struggles and successes of deepest significance to American art. (2) Middle Period, 1850-1876, the years of the Civil War and those when our activities were mainly commercial and achievements in sculpture much less distinctive. (3) Contemporary sculpture, 1876-1903, the years in which sculpture has for the first time reached the dignity of a national expression, the true product of the country and age that has given it birth.

Eight books are required for this course: the first two books in each group and two others chosen by the reader from the list.

No. 2. Home-Making

Students of social life agree that, of all influences, the home has the most to do with human happiness and social welfare. The books in this course were selected with the purpose of indicating lines of thought which will help in evolving homes that shall not be merely four walls, but places so organized and equipped that the members of the family may develop their lives to the fullest possible extent in relation to each other and to the community.—EDITH C. WILLIAMS, A.M., Assistant Professor of Home Economics.

Art in Every Day Life. Harriet Irene Goldstein. Macmillan Co. 1925. Pp. 465.

The author shows the principles of art as they are seen in familiar works of art and as they are related to everyday problems such as house design and decoration, store decoration, costume design, advertising, and city planning. A significant feature of the book is the profusion of illustrations which the reader should think of merely as groups containing sizes, shapes, and colors, arranged to show a principle or an idea, and to translate the objects themselves into his own belongings. In this way the store decorator, for example, will find suggestions in the material which applies directly to home-making, while the general reader may gain ideas from all fields.

Interior Decoration. Amy Lucile Rolfe. Macmillan Co. 1917. Pp. 151.

It has been the purpose to bring together in this book the chief principles of cost as they may be applied to the furnishing of homes of people of moderate means.

Old Furniture. Arthur Hayden. F. A. Stokes Co. 1905. Pp. 283.

This volume will enable the reader to arrive at some conclusion as to the essential points of the various styles made in England; to learn something about the progress and development in the art of making domestic furniture, with especial reference to its evolution in this country.

How to Buy Furniture for the Home. Forrest L. Oilar. Oilar Bros. 1913. Pp. 179.

The purpose of this book is to qualify the house furnisher to discriminate between the "worth-of-the-money goods and shoddy or poorly constructed articles; to make him an independent judge of qualities; to tell why and how; to place the experience of years at his command and enable him while freely exercising his individual taste to buy knowingly and make the spending of his house furnishing appropriation yield an asset instead of expense."

Oriental Rug Book. Mary Churchill Ripley. F. A. Stokes Co. 1904. Pp. 310.

Illustrations of typical and interesting oriental rugs are used in this book, the patterns are interpreted, and the significance of form and symbols explained. The book is valuable for those who wish to make an analytical study of rugs in their possession, and thus be led to a fuller comprehension and appreciation of the thought life of the Orient.

The Modern Household. Marion Talbot. Whitcomb and Barrows. 1912. Pp. 93.

The suggestions in the pages, it is hoped, will lead housewives and students of social conditions to find ways by which the household with children may realize its possibilities as an organized group of human beings. The book is particularly valuable for home-makers with moderate income.

Increasing Home Efficiency. Martha Bensley Bruère. Macmillan Co. 1914. Pp. 318.

Written in an entertaining, conversational style, the book gives practical suggestions for the solution of the many problems in conducting the household—the budget, quantity buying, "keeping" house, cost of children, savings.

The Efficient Kitchen. Mrs. Georgie Boynton Child. McBride and Co. 1925. Pp. 259.

The Efficient Kitchen is intended as a book of practical directions showing how to build new kitchens or transform old ones so that the work of the home may be accomplished with a sense of mastery instead of remaining the hopeless problem it has become. "Do not try to do efficient work in an inefficient house. First transform your conditions. This is one of the first principles of engineering and, strange as it may seem, the very last principle applied in the average home."

Laundrying. Lydia Ray Balderston. L. R. Balderston. 1914. Pp. 214.

An excellent book for housewives and teachers of home economics to own. It discusses the whole subject of laundrying in a practical way. Part I explains the nature of different fabrics, their treatment for stain removal, and the washing agents used in their cleansing. Part II is on equipment. Part III gives teaching suggestions.

Household Engineering. Mrs. Christine Frederick. Chicago American School of Home Economics. 1919. Pp. 527.

The book shows the application of the principles of scientific management and efficiency to the home in such a way that any home-maker, no matter where she lives or what her home conditions, can understand and use them in the solution of her own problems.

Spending the Family Income. Agnes S. Donham. Little, Brown, and Co. 1925. Pp. 168.

It is not the size of the income so much as the way in which it is spent which determines whether we are successfully obtaining those things which we believe worth while. Satisfaction with the result of our spending will come only when we feel that a fair proportion of our desires have been gratified. Miss Donham shows that the quickest way to such gratification is thru our spending with our main purpose always kept in view.

Seven books are required for this course.

No. 3. Music Appreciation

"A good listener is one who thinks about what he hears." These books are chosen with the idea of showing those who enjoy listening to music the way to think about it intelligently.—JOHN L. GEIGER, Assistant Professor of Music.

Evolution of the Art of Music. C. Parry. D. Appleton and Co. 1910. Pp. 342.

The book traces the evolution of music from the origin of melody and rhythm in cries and gestures of animals and savages thru the development of scales, harmony, choral music, instrumental music, opera, and other musical forms to the present-day tendencies.

A History of Music. Paul Landormy. Scribner's Sons. 1923. Pp. 379.

This is one of the best histories of music. It is translated from the French by Frederick H. Martens. To make the book more complete from an American point of view, Mr. Martens has added a chapter on American Music. The bibliography of books in English will be useful to the reader wishing to inform himself further with regard to the subjects considered.

A Guide to Music. Daniel Gregory Mason. H. W. Gray Co. 1925. Pp. 243.

This is one of the best books on music appreciation. Written in conversational style, the book is intended to help you listen to music in a thoughtful, active way by showing you "some of the thousand little differences in pieces of music which left to yourselves you might miss. These differences may seem very slight; but, taken altogether, they make up what separates the noble and everlasting works of genius from the trivial and meaningless jingles of the vaudeville theater, the hurdy-gurdy, and the phonograph."

What We Hear in Music. Anna Shaw Faulkner. Educational Department, Victor Talking Machine Co. 1924. Pp. 451.

A "thorough and analytical guide to the study of the literature of music." A wealth and variety of victrola records are suggested to illustrate the text; but it is quite intelligible and enjoyable without the victrola. The book is divided into four parts: "learning to listen," "the history of music," "the orchestra," "the opera and oratorio." One hundred pages of analyses of the records of the opera are given. Pronunciations and an excellent bibliography are included.

Listening Lessons in Music. Agnes Moore Fryberger. Silver, Burdett, and Co. 1916. Pp. 264.

This book is intended primarily for the use of teachers of music appreciation, but the layman will find the suggestions of great help in developing an ability to listen "thoughtfully" to music and thus to discern the essential characteristics of each musical composition heard.

Music Appreciation. C. G. Hamilton. Oliver Ditson Co. 1920. Pp. 385.

In these pages the author employs the question-and-answer method as a direct means of arriving at the thought and expression in music. The book has three main divisions: types of piano music, types of music for instruments in combination, and types of vocal music.

The Education of a Music Lover. Edward Dickinson. Scribner's Sons. 1915. Pp. 293.

"This book is an attempt to interpret music to those who already love it upon slight acquaintance and desire the fuller enjoyment that comes with larger knowledge."

The Appreciation of Music. Thomas Whitney Surette. Novello and Co. 1924. Pp. 222.

The book is written to give in untechnical language some guidance as to what to listen for in music. The author gives examples and descriptions of various forms: sonata, symphony, suite, with a view to enabling the listener to identify and enjoy them in musical compositions. The importance of the composers, Bach, Hayden, Mozart, Beethoven, in the development of musical form is shown. A summary and bibliography at the close of each chapter is helpful.

The Common Sense of Music. Sigmund Gottfried Spaeth. Boni and Liveright. 1924. Pp. 366.

In this book the author approaches the subject of music in a common sense fashion, analyzing "the effects of the mysterious art upon the casual listener, the so-called man upon the street," and tries to find a reason for some of his reactions to musical performance and composition.

Seven books are required for this course of which one must be "A History of Music" by Paul Landormy.

No. 4. American Drama

In summing up America's contribution to the drama, Barrett H. Clark says: "By all odds the most gifted American dramatist we have ever had is Eugene O'Neill, whose first long play, *Beyond the Horizon*, was produced in 1921. During the years since that historic date our native drama has grown up."—LEILA SHELLEY, A.B., Drama Loan Service, Extension Division.

Our American Theatre. Oliver Sayler. Brentano's. 1923. Pp. 399.

This book is useful because it covers the whole field of American theatrical enterprise. Altho published five years ago, it is still a valuable reference on the development of American drama in recent years and a compendium of the plays, personalities, and tendencies which form a background to the drama of today.

The Easiest Way. Eugene Walter. (in) *Chief Contemporary Dramatists.* Series II. T. H. Dickinson. Houghton Mifflin Co. 1921.

The Great Divide. William Vaughn Moody. (in) *Chief Contemporary Dramatists.* Series I. T. H. Dickinson. Houghton Mifflin Co. 1915.

Seven Keys to Baldpate. George M. Cohan. French. 1914. Pp. 106.

Since their publication fifteen or twenty years ago these three plays have become outmoded in form, in theme, and in atmosphere; yet they are all good plays, and cannot now be read without arousing some of the enthusiasm which greeted their original performances. *The Easiest Way* is the story of a "fallen" woman, somewhat along the lines of *The Second Mrs. Tanqueray*, but superior to its English prototype in that the tragedy is made to grow out of the woman's character itself and not from outside circumstances. *The Great Divide* is a drama of sharply contrasted characters and ways of life. *Seven Keys to Baldpate* is a highly diverting farce.

Anna Christie, All God's Chillun Got Wings, Diff'rent. Eugene O'Neill. (in) *Complete Works of Eugene O'Neill.* Boni and Liveright. 1924.

Lazarus Laughed. Eugene O'Neill. Boni and Liveright. 1927. Pp. 179.

These two volumes have been chosen because they illustrate two definite periods in the author's work. *Anna Christie*, which is perhaps entitled to be called O'Neill's best play, and *All God's Chillun Got Wings* exemplify the playwright's earlier phase of tragic realism. Into his latest group of plays, *The Fountain*, *Lazarus Laughed*, and *Strange Interlude*, a new note has crept, an acceptance of life and a bitter joy in its very tragedy. Tho *Lazarus Laughed* has not attained the vogue of *Strange Interlude*, it is regarded as expressing this new philosophy in a more perfect and poetic form than does the latter play.

Lonesome Road. Paul Green. McBride and Co. 1928. Pp. 217.

Paul Green is a young southern playwright who has recently gained recognition by his deeply sympathetic and skilful treatment of Negro

life. He has this much in common with O'Neill, that he has entered the field of social justice without stooping to write a "thesis play," or allowing himself to be guided by any purpose except that of art.

The Show-Off. George Kelly. French. 1924. Pp. 129.

The Beggar on Horseback. George Kaufman and Marc Connelly. French. 1924. Pp. 125.

Both these two comedies satirize modern life, but they do so by opposite methods. In the first play the spectator's sympathy is slowly drawn to the bragging, egotistical hero, who has ruined himself by trying to bluff the world into believing in him when he does not believe in himself. In the second play the hero is a shy dreamer, who, but for his fantastic—yet essentially very real—vision, was about to betray himself into a surrender to the same forces of worldly success which ruined *The Show-Off*.

Saturday's Children. Maxwell Anderson. *The Silver Cord.* Sidney Howard. *Chicago.* Maurice Watkins. (in) *Best Plays of 1926-1927.* Edited by Burns Mantle. Small, Maynard, and Co. 1927.

These three plays of entirely different types all further exemplify the theory that evils may best be remedied by ridicule. This philosophy—the spirit of comedy—seems perhaps less noble than the tragic viewpoint of O'Neill and Green, but it is equally right and possibly more potent as an actual social force.

The entire course as arranged is required.

No. 5. Social Science

The books in this course were selected to provide a fairly wide approach to social science, to give the reader an opportunity to see the relations between anthropology and sociology, and to get some insight into both the older and the newer contributions of psychology and biology as they throw light on human behavior.—WALTON S. BITTNER, A.M., Associate Director, Extension Division.

The Outline of Sociology. Edward Alsworth Ross. The Century Co. 1923. Pp. 474.

This book is the same as the author's *Principles of Sociology* cut down and somewhat simplified, a very readable text. It presents a peculiar system of sociology, brilliantly written, with penetrating analysis of many social problems and of sociological concepts used by other authorities. Readers should recognize that the book was written before the newer psychology modified the instinct theory of human behavior.

The Factors of Social Evolution. Theodore de Laguna. F. S. Crofts and Co. 1926. Pp. 362.

An excellent, somewhat elementary, study of sociology as the science of the development of culture and social organization.

A Gateway to the Social Sciences. B. A. Arneson, G. H. Barnes, C. W. Coulter, H. C. Hubbart. Ginn and Co. 1926. Pp. 384.

History, psychology, economics, political science, and sociology are drawn upon to explain human behavior and human institutions. The book seeks to develop an objective attitude, and to give the reader a picture of social organization in the light of recent developments in the several departments of social science.

An Introduction to Anthropology. Wilson D. Wallis. New York and London. Harper and Bros. 1926. Pp. 520.

A comprehensive outline of anthropology and a guide to further study. It contains many illustrations from the life of primitive peoples of the past and today. The aim is to tell the story of the evolution of man and his culture.

The Psychology of Human Society: An Introduction to Sociological Theory. Charles A. Ellwood. D. Appleton and Co. 1925. Pp. 495.

The book outlines the whole field of social theory with emphasis on an attempted reconciliation of the latest findings in psychology and biology by the method of sociological interpretation.

An Introduction to the Study of Society. Frank H. Hankins. Macmillan. 1928. Pp. 760.

While this book was planned for college students it is exceptionally valuable for others "who wish some insight into human origins and institutions in their general aspects." It is a textbook, but will repay the general reader who cares to follow a step-by-step treatment of fascinating subjects.

Recent Developments in Sociology. Edited by Edward C. Hayes. J. B. Lippincott Co. 1927.

Seven authorities, Ellwood, Wissler, Gault, Sauer, Clark, Merriam, and Barnes, present a survey and analysis of the latest contributions in their special fields to social science.

Five books are required for this course. Any two of the seven may be omitted, but it is suggested that the last in the list is likely to prove difficult for any except advanced students.

No. 6. The Orient

"For the historian, the ethnologist, the student of civilization, the philologist, Asia is still the matrix of mankind; back to the Indian, the Babylonian, the Assyrian, the Phoenician, the Persian, Europeans and most Americans must go to find the roots of their own being. Art, letters, religion, as we know them today, could never have existed, or could not now be understood, without a knowledge of Asia."—Albert Bushnell Hart.—LEILA SHELLEY, Bureau of Public Discussion, Extension Division.

The Changing East. J. A. Spender. Cassell and Co. 1926. Pp. 256.

Tho essentially a volume of impressions, in a journalistic vein, this book conveys a good idea of present conditions and problems in the Orient, and particularly in India and Turkey.

The Vanished Empire. Putnam Weale. Macmillan Co. 1926. Pp. 379.

Mr. Weale (Bertram Lenox Simpson) has written many books on China, and is a reliable observer, altho he writes in a popular style. This book comprises a history of China from the earliest times and presents a thoro discussion of recent events and tendencies.

The Problem of China. Bertrand Russell. Allen and Unwin. 1922. Pp. 256.

The condition of China, its recent history, its relations with Japan and with Western nations, and, briefly, its culture and society, are here ably discussed by the well-known Socialist philosopher, who was formerly a teacher at the University of Peking.

Modern Japan. William M. McGovern. Scribner's Sons. 1920. Pp. 280.

A brief history of Japan is here subjoined to a full account of its institutions, and culture of today. The author is a competent Orientalist, and writes in a fresh, interesting manner.

Glimpses of Unfamiliar Japan. Lafcadio Hearn. Houghton Mifflin Co. 1895. 2 Vol. Pp. 693.

This delightful book, the work of an American scholar who lived many years in Japan, is an impressionistic account of Japanese life, and serves better than any historical document to convey the atmosphere of that country.

Caste and Outcast. Dhan Ghopal Mukerji. Dutton. 1923. Pp. 303.

This author is an Indian of high rank and culture, who has written, among many books on Indian life, this very able account of the social system in his native land.

The Story of Everest. J. B. L. Noel. Little, Brown, and Co. 1927. Pp. 258.

This absorbing book, besides relating the adventures of the author and his crew in climbing the highest mountain in the world, gives many interesting side-lights on the life and customs of northern India and southern China.

The Far Eastern Republic of Siberia. H. K. Norton. Henry Holt and Co. 1923. Pp. 316.

This book is recommended in the belief that Siberia, long disregarded and thought of only as a frozen desert and land of exile, is gaining in international importance and deserves consideration as an economic unit and as a link between revolutionary China and its most influential neighbor, Bolshevik Russia.

The Dance of Siva. Amanda Kentish Coomaraswamy. Sunwise Turn. 1924. Pp. 139.

This treatment of the Indian arts, so closely allied with religion and philosophic mysticism, is recommended because, altho Indian culture has influenced our own profoundly in certain directions, it is to most of us an unexplored subject which will prove highly interesting.

Zionism and the Future of Palestine. Morris Jastrow. Macmillan Co. 1919. Pp. 159.

Any study of the Near East should include some material on the Zionist movement, which has grown out of an internationally important condition—the discontent of the Jews—and may in time lead to a solution of this problem. This book, by an eminent Jewish scholar, gives a history of the movement, a discussion of its present development, and an estimate of its possible success.

Revolt in the Desert. T. E. Lawrence. George H. Doran Co. 1927. Pp. 335.

This book, tho not so thoro and masterly a study of Arabia as Doughty's *Arabia Deserta* (which was considered too long for the purposes of this reading course), presents a vivid picture of desert life as a background to its exciting tale of adventure.

The first seven books in the list are required for this course. The last four books are recommended for those interested in the subject who wish to read further.

No. 7. Best Books of 1928

The critic who would make a small choice from the great mass of recently published books finds himself in a dilemma: he cannot hope to hit upon the one or two or half-a-dozen books of the year which will survive to a measure of immortality—he does not have the gift of prescience; and yet he cannot, on the other hand, rely on the book's rank in sales and in popularity as a rule of thumb. In this list care has been taken to include only books of genuine literary merit and significant opinions, but no effort has been made to search out the obscure masterpieces which are commonly overlooked by contemporary readers. It is in effect a popular selection of good reading, in the taste of today.—LEILA SHELLEY, A.B., Drama Loan Service, Extension Division.

Strange Interlude. Eugene O'Neill. Liveright. 1928. Pp. 341.

No choice has been offered of plays, not because this is the only good play of 1928, but because there seemed to be no other published drama so well worth reading. *Strange Interlude* is the culmination of the developing technique, the intellectual growth, and the spiritual maturity of America's most gifted playwright.

Etched in Moonlight. James Stephens. Macmillan Co. 1928. Pp. 199.

Costumes by Eros. Conrad Aiken. Scribner's Sons. 1928. Pp. 266.

These two collections contain some of the best stories of two writers who, tho very different in temperament and manner, are both realists and modernists of the highest type.

Point Counter Point. Aldous Huxley. Doubleday Doran. 1928. Pp. 432.

The Closed Garden. Julian Green. Harper and Bros. 1928. Pp. 398.

The Case of Sergeant Grischa. Arnold Zweig. Viking. 1928. Pp. 449.

The Island Within. Ludwig Lewisohn. Harper and Bros. 1928. Pp. 350.

These four novels are varied in subject-matter and in treatment, but they have this much in common, that they deal with life as it is and in no case do they find it very good. *Point Counter Point* is a brilliant satire upon the futility of modern intellectualism; *The Closed Garden* is a psychological study of a girl driven insane by loneliness and repression; *The Case of Sergeant Grischa* is a bitter picture of war by one of the younger German realists; and *The Island Within* is the story of a modern Jew's life and sufferings in a Gentile world.

John Brown's Body. Stephen Vincent Benet. Doubleday. 1928. Pp. 377.

West Running Brook. Robert Frost. Henry Holt and Co. 1928. Pp. 59.

Moods Cadenced and Declaimed. Theodore Dreiser. Liveright. 1928. Pp. 385.

Cawdor. Robinson Jeffers. Liveright. 1928. Pp. 160.

These four volumes represent four of the most distinguished writers in America. *John Brown's Body*, altho it is uneven in poetic quality, is a vital tale well told, and as exciting as a good novel. *Moods Cadenced and Declaimed* is another book in which the novelist turns to verse, but here we are reminded of the great realist's works of fiction not by any hint of a narrative style, but by the same spirit of human compassion and sadness which we found in his prose tragedies. Frost and Jeffers are wholly poets. *West Running Brook* upholds the former's reputation for simple, powerful, homely poetry. *Cawdor* is the third book of poetry, chiefly in narrative form, by a young Californian who is not yet well known, but is being acclaimed by a few discerning critics as the only genuine poetic genius of our day; there is nothing pretty about his work, but there is unquestionably something great.

Elizabeth and Essex. Lytton Strachey. Harcourt and Brace Co. 1928. Pp. 396.

Hunger Fighters. Paul de Kruif. Harcourt and Brace Co. 1928. Pp. 377.

Strachey's first success came with his immensely popular biography of Queen Victoria; *Elizabeth and Essex* seems to equal the first book

in its sparkling and incisive style, and it deals, in addition, with one of the most vivid figures in history. De Kruif's book tells in his exciting manner the story of a group of obscure scientists who have by their researches revolutionized the food industry and made safe the large-scale production and long-distance transportation of foodstuffs.

The Intelligent Woman's Guide to Socialism and Capitalism. George Bernard Shaw. Brentano's. 1928. Pp. 495.

The Great American Bandwagon. Charles Merz. Day. 1928. Pp. 263.

The Art of Thinking. Ernest Dimnet. Simon and Schuster. 1928. Pp. 228.

In this latest book of Shaw's the brilliant playwright has epitomized the reflections of a lifetime on social and economic questions. The result is as lively as one of his plays and as meaty as one of his famous prefaces. Merz's series of essays direct their biting wit at many different weak points in American civilization, and his work is a salubrious tonic for the complacent "hundred-percent American." Abbé Dimnet's book is very different from the social satire and invective of the other two, for it is addressed to the individual man and deals with the most personal of his occupations. It is a charming essay on the possibilities of the intellect, and it has an appeal for all of us who have become accustomed to thinking of intellectual pleasure as the privilege of the scholarly few.

The reader will report on the one play; one of the two volumes of short stories; two of the four novels; one of the four volumes of poetry; one of the two books of biography; two of the three works of general interest.

Evidence required. Readers who wish to secure the certificate for any Indiana University Reading course must notify the Extension Division at the time they begin each book. When each book is finished they must send a summary, review, or report.*

To each person who gives satisfactory evidence of having read the books on the list, a certificate will be awarded, bearing the seal of Indiana University, and signed by the Director of the Extension Division.

BOOKS FROM THE STATE LIBRARY

FLORENCE E. VENN, Reference Librarian

The state library is useful not only for programs and papers but for the reading courses sponsored by the Extension Division of Indiana University. It contains the books recommended in the Reading with a Purpose series and most of those in the Bureau of Education and Indiana University lists. These are being drawn upon freely by women taking these courses.

Perhaps the question may arise, How may this material be obtained? Books are circulated in two ways: either thru traveling libraries or short-time loans.

* See page 4.

A club which has no local library service may obtain a traveling library covering the general subject of its year's work. These collections may be kept some months. Short-time loans are generally for thirty days and are obtained thru local libraries when possible. If there is no local library, the borrower may obtain books direct. Pictures, clippings, magazines, and music are not sent as traveling libraries but are all subject to short-time loans.

No expense is attached to these loans other than that for transportation. This is slight in the case of books, since the new library post has gone into effect. Four cents will carry an ordinary book one way, if lent by or returned to a public library.

EPSILON SIGMA OMICRON

The Society. The honorary society, Epsilon Sigma Omicron, is the means whereby the Indiana Federation officially recognizes the individual woman belonging to a federated club who continues her education after the days of conventional schooling are over by means of reading courses and University correspondence courses under the supervision or with the assistance of recognized educational authorities,—the United States Bureau of Education, the American Library Association, and Indiana University.

A state federated club woman is eligible to belong to Epsilon Sigma Omicron when she has earned four reading course certificates entitling her to one hundred Federation credits. Thus, one reading course certificate is worth twenty-five Federation credits. Or she may, if she prefers, arrive at the goal, one hundred Federation credits, by satisfactorily completing one Indiana University correspondence course, carrying two hours of University credit. She will then be permitted to wear the pin of the organization and take part in the business of the Society. She may add the guard to her pin when she has earned four hundred Federation credits.

The officers of Epsilon Sigma Omicron are: Mrs. Quincey Myers, Perrysville, president; Mrs. Frank J. Sheehan, Gary, vice-president; Mrs. Omar H. Downey, Mishawaka, secretary; Mrs. Edith M. Pfaffanberger, Seymour, treasurer. The members of the advisory committee are: Mr. L. N. Hines, president, Indiana State Normal School, Terre Haute; Dr. Stanley Coulter, Emeritus Dean of the School of Science, Purdue University, Lafayette; Mr. L. L. Dickerson, Librarian, Public Library, Indianapolis; Mr. Louis J. Bailey, State Librarian, Indianapolis; Walton S. Bittner, Associate Director, Extension Division, Indiana University.

Reading Course Clubs. A club secures recognition in Epsilon Sigma Omicron as a Reading Course Club when among its members are as many certificates as there are members in the club. Thus every member need not obtain a certificate, and some members may have more than one. For instance, in a club of fifteen members, three members may hold the fifteen certificates, and the club would be entitled to be called a Reading Course Club. The books read by the members may

or may not be included in the club program. However, many club programs would be improved by the use of the lists and suggestions in the courses, and if the members discuss the books at the club meetings they are likely to find their reading more interesting and profitable.

A pleasant way for the club to enter as a whole into the plan is to choose for the club program a course in which all are interested, and each member work for a certificate in this one adopted course.

The paper on a book which a member may present for a club meeting would doubtless be longer and more detailed than the summary, review, or report* written merely for the inspection by the Extension Division. For a fee of twenty-five cents, a University professor will criticize the club paper prepared by a club woman for a meeting, either before or after its presentation. This special arrangement is made for those who desire to improve the quality of their club papers, in the treatment of the subject, in choice of words, clarity of expression, and correctness of interpretation.

Reading Course Clubs, on fulfilling the conditions, will be granted a diploma by the president of the Indiana Federation of Clubs; their names will be posted by counties at the District Conventions, and by districts at the State Convention.

Constitution of Epsilon Sigma Omicron

ARTICLE I

Name

The name of this organization shall be Epsilon Sigma Omicron (enlighten your own pathway) sponsored by the Indiana Federation of Clubs.

ARTICLE II

Object

The object of this organization shall be to foster and encourage literary spirit among club women of Indiana.

ARTICLE III

Membership

The membership of this organization shall be composed of women who are members of clubs affiliated with the Indiana State Federation, and of young girls who are members of Junior clubs affiliated with the Indiana State Federation, as provided in the by-laws.

ARTICLE IV

Officers

The officers of this Association shall be a president, vice-president, secretary, and treasurer, who shall be elected at an annual meeting and who shall hold office for one year, or until their successors are elected and qualified.

ARTICLE V

Annual Meeting

There shall be an annual meeting of the organization to be held at the time and place of the annual convention of the Indiana Federation of Clubs.

* See page 4.

ARTICLE VI

Amendments

This constitution shall be amended at any regular meeting of the organization by a two-thirds vote of the members present, provided notice of the proposed amendment has been given in the official call to the annual meeting.

By-Laws

ARTICLE I

Membership

SECTION 1. A member of a state federated club who holds four certificates signifying that she has completed four home reading courses, selected from either the U.S. Bureau of Education Reading Courses, Indiana University Reading Courses, or the American Library Association Reading with a Purpose Series, or from all, may become a member of this organization.

SEC. 2. A member of a state federated club who completes one University correspondence course carrying two hours' University credit may become a member of this organization.

SEC. 3. All past presidents of the Indiana Federation of Clubs may become active members of this organization without further qualification.

SEC. 4. Honorary members of the Indiana Federation of Clubs shall be honorary members of Epsilon Sigma Omicron.

ARTICLE II

Elections

SEC. 1. Officers shall be elected biennially at an annual meeting of the organization.

SEC. 2. Nominations shall be made from the floor.

SEC. 3. Elections shall be by ballot, and a majority of all votes cast shall be necessary to elect.

SEC. 4. Officers shall assume their duties at the close of the meeting at which they were elected.

ARTICLE III

Executive Committee

SEC. 1. There shall be an executive committee composed of the officers of the organization and three members elected biennially from the membership.

SEC. 2. This committee shall formulate the general policies of the organization and shall act on all necessary matters of business in the interim of regular meetings of the organization. It shall appoint such standing committees as are necessary for the proper conduct of the work of the organization.

ARTICLE IV

Annual Meeting

The members present at the annual meeting shall constitute a quorum.

ARTICLE V

Insignia

SEC. 1. The insignia of this organization are a pin with guard. Members as defined in Article I of the by-laws are privileged to wear the pin.

SEC. 2. A member of a federated club who holds sixteen certificates from either of the three Reading Courses mentioned in Article I, Section 1 or all, totaling sixteen, may add the guard to her pin.

SEC. 3. A member of a federated club who receives Indiana University credit from four Indiana University correspondence courses may add the guard to her pin.

SEC. 4. A person who signifies her desire to become a member of this organization by enrolling in one or more of the accepted reading courses or a correspondence course of the Indiana University becomes a PLEDGE of this organization.

ARTICLE VI

Dues

The dues for Epsilon Sigma Omicron shall be an entrance fee of two dollars upon application for membership in the society.

ARTICLE VII

Rules

Robert's *Rules of Order, Revised*, shall govern the proceedings of this organization,

ARTICLE VIII

Amendments

These by-laws may be amended at any regular meeting of the association by a majority vote, provided notice has been given in the official call to the annual meeting.

Let Us Read

MRS. QUINCEY MYERS, President of Epsilon Sigma Omicron

The Indiana Federation of Clubs is coming to be a very responsible body and its influence is far-reaching. Keeness of thought and perception we must have to prevent our power and influence from being exploited. Are we being educated for a great destiny where mind deals with mind, judgment with judgment, or are we depending on a kind of mass movement, with here and there a leader to direct us? Mass movements are fine. Federation and coöperation are fine. Team work and group activities are powerful, but the individual is looked upon by the eye of God. We must repent of our sins individually. We must have individual consciences. We must account for the one, three, or five talents entrusted to us individually and we must enlighten ourselves individually.

We women are really striving to learn, but are being hindered by the lack of any system of adult education suited to our various opportunities, needs, and grades of advancement. What we need is a club curriculum which will provide for all of us a continuous education, rather than a school curriculum which graduates our girls out of an institution into a narrow and non-expanding life.

Many of us are bound by homes and little children. We do great service, but our work becomes habitual and more or less automatic. It offers "no critical weapon which will cleanly cut the fit from the unfit material of human interest and welfare." Our children grow and we must grow with them. We must school ourselves with the problems of the life of the generation into which our children enter. We must actually think enough so that when the crucial time for thought arrives, we are not wholly helpless and ineffective; and when youth and middle age are done, and old age arrives, we are not considered silly and maudlin. As we advance in years, more and more we regret the opportunities which we allowed to slip by us. If we do not covet an increased capacity for business or social life, we certainly should enjoy having a broader and more intelligent point of view. Study leads us as nothing else can do toward the cherished objectives of our lives.

We are now on the crest of an adult education wave. The courses for home reading and study adopted by the Indiana Federation of Clubs and administered by Indiana University are among the very best and are offered by prominent educators, qualified to direct such study. Come with us in this progressive movement. Wear the insignia of perseverance and mental culture, the Epsilon Sigma Omicron badge. It means, Enlighten Your Own Pathway. The rising sun tokens a new enlightenment. The guard is the torch of liberty designed to repeat the motif of light. It heralds liberty and emancipation thru study and thought. Do not sigh and reflect that your day of learning is past. The university of tomorrow is going to be an institution where the adult and the youth can alike find a way of constant progress. There may be goals and milestones to reach, but the time is coming when no one will ever be "out of college."

Enlightening the Pathway*

Indianapolis. I want to congratulate you on the big plan. It should lead to much stability in our club work.

Mount Vernon. In the last few weeks I have attended three of the county meetings of this district and have read to the women your article in the last *Club Woman* concerning the honorary society. The women are taking great interest in this department of club work.

Spencer. We are greatly interested in the work of your committee and desire more information in regard to the plan of credits and membership in Epsilon Sigma Omicron.

Centerville. A number of college and university women in our vicinity want to start a club for organized study. Will you please send us information regarding membership in the Federation honorary society?

Covington. I think the plan of your committee effective. I like it because the club members must work; it leaves no room for the shirker to be credited.

Tipton. This summary (*Conflicts in American Public Opinion*, A.L.A. Course No. 10) has been brought within the prescribed limits, almost. There is such a wealth of thought-provoking questions that I find it quite difficult to select that which is most important from the mass of material.

West Lafayette. I am sending the questions as I have answered them. I really could write a long paper on this course (A.L.A. No. 19); it has been very interesting, and I have learned much that I did not know. It was very much worth while.

Mooreland. This is a splendid course (I.U. No. 2), an excellent treat for home-makers and club women, if they only knew it.

Zionsville. This completes the ten books in Course 30A. I have thoroly enjoyed reading them as I never would have under any other circumstances.

* Excerpts from letters of readers.

Buffalo, N.Y. You people of Indiana occupy the unique position of being pioneers in an adult educational movement specifically for club women. Your new sorority should promote the movement toward library extension.

Danville, Ill. If your Federation sorority lives and grows it will accomplish two things: it will raise the standard of intelligence among your women, and it will extend your library system.

Orlando, Fla. Your Epsilon Sigma Omicron project is a most worthy undertaking, and you are certainly to be congratulated in getting your reading courses all brought under one head. I shall be glad to speak about it, and for it, whenever I can.

COOPERATION ON HOME READING COURSES

On April 6, 1928, representatives of the United States Bureau of Education, the American Library Association, the National Congress of Parents and Teachers, and the National University Extension Association met in the office of the Commissioner of Education, Washington, D.C., and agreed to recommend to their respective organizations the adoption of the following coöperative program:

1. The Bureau of Education will prepare graded, annotated reading courses on general and special subjects, as may be warranted by public demand. These courses will be issued in printed form and distributed free of charge. The Bureau will also undertake to give wide publicity to the project of home reading and study courses.

2. The American Library Association will (*a*) continue the preparation and publication of its Reading with a Purpose series, and (*b*) use its good offices in urging upon local libraries, state libraries, and library commissions the desirability and importance of coöperating in making available to readers the books required for the successful pursuit of these courses.

3. The National Congress of Parents and Teachers will actively promote the use of the reading courses prepared by the Bureau of Education, the American Library Association, and the respective university extension divisions, and the formation of reading and study groups for the further use of these courses. The Congress will also devise plans for making available in interested communities the books required for these courses.

4. The National University Extension Association will adopt and promulgate as part of the Extension program the reading courses issued by the United States Bureau of Education, the American Library Association, and the respective extension divisions. Each extension division subscribing to this program will issue on its own behalf a certificate of achievement to those persons who complete courses to the satisfaction of the issuing institution. For the service of reading papers and issuing the certificate a reasonable fee may be charged. For the present it is recommended that this fee be one dollar. It is also recommended that each extension division consider the advisability of popularizing these reading courses and other means of adult education

thru state committees, congresses, conferences, institutes, and other forms of coöperative endeavor.

The committee recommends that the above action be taken.*

Richard R. Price, Chairman of Committee.
Charles G. Maphis.

W. S. Bittner, Secretary, National University Extension Association.

THE SPIRIT OF LEARNING†

"I recall to your mind the classic textbook of psychology written by one of the most emancipated minds that have worked in this country, William James—the most representative thinker of his time, certainly of his country—to that chapter on habit, in which he said that we form most of our personal habits before twenty, professional habits before thirty, and in every field but our vocation we continue to carry with us to the end of our lives generally the conceptions we got before we were thirty.

"We were brought up to believe that when we were old we could not learn, and that in early life anybody can learn a thing in a masterly way. We find that opinion is cancelled by more recent experiments in the psychology of learning, and we know now that people may learn, and learn effectually, in adult years, if they care enough to do so. In the wide field of learning there are many things that children learn better than adults, but the more complex things probably can be learned better by persons of mature minds.

"Now, I take it, our task is not to overcome illiteracy, but to keep alive the spirit of learning, and further on the hope that as long as a man is alive and has physical health he has a possibility of learning, and that he may learn as long as he lives. And secondly, I would like to lay down the proposition that in this particular world in which we find ourselves flooded with new knowledge, a man must learn as long as he lives."

* The committee report was adopted by the National University Extension Association at the April meeting, 1928.

† Excerpts from an address by E. H. Lindley, Chancellor of the University of Kansas, at the Convention of the National University Extension Association, April 25, 1928.

THE LIBRARY OF THE
AUG 23 1929
UNIVERSITY OF ILLINOIS

READING AND STUDY COURSES

Indiana University Extension Division in Coöperation with the Indiana
Federation of Clubs

ENROLLMENT BLANK

(Mail to the Extension Division, Bloomington, Indiana)

Name..... Date.....

Address

Are you enrolling for the purpose of securing membership in the Federa-
tion Society, Epsilon Sigma Omicron?.....

Of what federated club are you a member?.....
.....

Name of Course Selected:

U.S. Number.....Title.....

I.U. Number.....Title.....

A.L.A. Number.....Title.....

*C.S.C. General Subject.....

Occupation

Remarks
.....
.....
.....
.....
.....
.....
.....

*If you select C.S.C. (University Correspondence Study Course), enrollment on this blank is merely a preliminary to final registration for a correspondence study course. A bulletin will be sent you with a special printed application blank, with full information as to numbers, titles, and character of the courses available, their cost, and other regulations.

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Bulletin of the Extension Division
Indiana University



THE LIBRARY OF THE
AUG 23 1929

Summer
Extension Courses

WINONA LAKE, INDIANA

Winona Lake



Winona Lake!
The words themselves bring to each of us pleasant memories of water lapping against the shore, of birds singing, of trees touching overhead, memories of gay hours, of quiet hours, of friendships—of inspirations. Even if we

have not experienced these impressions first hand, from others we have caught the spell so that the words fascinate us.

Winona Lake Park has preserved the charm of its original forest and knolls and is a haven for birds and other wild life, altho it is well built up with interesting rustic cottages. Indiana sunsets are unusually beautiful when seen from a cottage veranda or from a lazily drifting boat on the lake. The recreational facilities—the golf links, the tennis, horseshoe and croquet courts, the six weeks' Chautauqua program, and the various religious conferences and schools combine with natural offerings to make Winona Lake an ideal place for summer study.

Congenial comradeship among students and Faculty members is fostered thru picnics, weekly convocations, and other social gatherings. Along with all these pleasurable activities are opportunities for serious work. The Extension courses are standard University courses; the instruction given is of University grade, regularly credited, and attractive to students of many types. The course of study is arranged to provide both for young and older students working for certificates or degrees and for adults who wish to study for pleasure and personal profit. A summer spent at Winona provides an experience and an inspiration of lasting value.

BULLETIN OF THE EXTENSION
DIVISION, INDIANA UNIVERSITY

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Summer Extension Courses, Winona Lake, Indiana

GENERAL INFORMATION

University Extension is an instrument for carrying to the general public the privileges of a university.

Extension Classes are organized all over the state by the Extension Division of Indiana University for:

1. Persons engaged in business who desire further business training.
2. Teachers and prospective teachers who desire professional training.
3. Those who desire enrichment of their lives thru the pursuit of truth, beauty, and understanding.

Extension Classes are Open to any adult who can pursue the work with profit. University credit, however, is granted only to those who comply with the University entrance conditions.

Instructors are regular members of the Faculty of Indiana University or specially qualified professional men and women who have been formally approved as Extension Lecturers by the University.

WINONA LAKE EXTENSION CLASSES

The Length of Term for the courses listed in this bulletin will be eight and one-half weeks from Tuesday, June 11, to Wednesday, August 7. This eight and one-half weeks' term is arranged to correspond to the Summer Session at Bloomington.



A Normal Amount of Work that may be taken by a student is seven and one-half semester hours for the eight and one-half weeks' term, the equivalent of full-time University work. Teachers taking courses toward elementary school licenses may not enroll for more than seven and one-half semester hours. Other persons desiring to earn extra credit must submit their requests, with evidence of ability to carry additional courses, to the committee on extra work.

Registration Day is Tuesday, June 11, at which time advice may be obtained concerning courses in which students should enroll.

A Three Weeks' Session, from August 7 to 24, will be conducted to satisfy the demand on the part of many students for twelve weeks of work during the summer. Those who desire to avail themselves of this opportunity may take seven and one-half hours during the eight and one-half weeks' session. At the close of this session, a new registration will take place for the three weeks' session. Each student will be enrolled in no more than one class and each class will meet for the equivalent of three recitation hours daily. Two and one-half semester hours of credit will be granted for the successful completion of such a course.

It is planned to offer in the three weeks' session any course for which there is sufficient demand. Steps will be taken immediately after the opening of the eight and one-half weeks' session to find out what courses will be in demand. New registrants for this term will be welcome, and the correspondence of prospective students is solicited in order that the management may know what courses will be in demand.

Fees are Payable in full at the time of registration. The fees for Extension Courses at Winona are at the rate of \$4 per semester hour of credit carried by the courses for which students enroll. A laboratory fee of \$3 per semester hour is required for work in Supervised Teaching, in addition to the regular fee for the course.

Classes Meet in Mount Memorial Building, unless otherwise announced.

University Credit is given to each student upon the satisfactory completion of a course, provided the student has met all prerequisites, including the entrance requirements of the University. These requirements are given on page 16. Students should understand that Extension Courses are administered by the Extension Division, but the final granting of *degree* credit for work done is the responsibility of the various schools and colleges of the University. At Indiana University, Extension credits are rated at full credit value but are designated as Extension credit, not as residence credit; i.e., they may not be used to fulfill the requirement that the Senior year's work must be done at Bloomington. The general rule for acceptance of Extension credits by other institutions is that they may count in the same proportion as at Indiana University.

Consultation on programs of work is offered by Faculty representatives in the office during office hours or by appointment.

The Office Hours are: Monday to Friday, 8 a.m. to 12 noon, and 2 to 4 p.m.; Saturday 8 a.m. to 12 noon. Students desiring advice on programs of study and matters relating to credentials should visit the office between the hours of 10 and 12, or else arrange for special conferences.

Class Attendance must be regular. Credit may not be given to any student who has not attended class meetings regularly unless arrangements can be made with the instructor for making up the work of the lost meetings.

An Examination Fee of \$1 is charged students who take examinations at other than the regular times.

Classes are Withdrawn in case the registration is deemed insufficient to warrant offering them.

Freshman Work may be begun at Winona by a student who chooses his work wisely in consultation with the Student Advisor. See page 16.

Correspondence Courses offered by the University may be carried to supplement class work at Winona Lake, in case of conflict, subject to permission by the committee on extra work. Interested persons will be given the announcement of the Bureau of Correspondence Study.

A Considerable Part of the University Course may be completed in the Extension Division, but Bachelor's degrees are given only to those whose last year's work is done in residence at Bloomington.

Teacher Training Courses may be obtained at the Winona Center. See pages 17 to 19.

Note: All students are asked to bring a certified copy of all credits earned elsewhere than at Winona Lake.

Description of Courses

THE following descriptions cover courses which carry credit toward a degree. The credit courses are practically identical with those offered in residence at the University. A student who receives credit for an Extension course is not permitted to take the same or a similar course in residence and receive credit for both.

The letter E, which appears with each course number, indicates merely that the course is offered by the Extension Division. The letters *a* and *b* indicate which semester of the year's work is being announced if the course is one which is given thruout the University year.

Courses, the numbers of which are in the one hundreds, are Freshman and Sophomore courses; the more advanced ones are in the two hundreds. In case of Education courses, the prefix "1" indicates Freshman courses, "2" Sophomore courses, "3" Junior courses, and "4" Senior courses.

ART

See Education for Methods of Teaching Drawing and Art in the Elementary School (Education E222Dr.).

ECONOMICS AND SOCIOLOGY

EE101b. Political Economy. 2½ hours' credit. Mr. STREIGHTOFF.

This course presents the principles underlying business relations and applies these principles to such specific problems as production, consumption, trade, transportation, insurance, and labor problems. A thoro knowledge of these principles is essential to the comprehension of modern political, social, and industrial problems, movements, and measures. The course is therefore prerequisite to University credit in advanced courses in economics and commerce. This is the second half of the course usually planned to run thruout the school year. No University credit is allowed for either half of the course until both halves have been completed. The first semester's work may be taken in residence or in other Extension classes.

E212b. Labor Problems. 2½ hours' credit. Mr. STREIGHTOFF.

In this course the following topics will be considered: unemployment and its remedies, the problem of wages, hours of labor, child and woman labor, industrial accidents, development of organized labor, forms of organized labor, industrial conflict, mediation and arbitration, profit and ownership sharing, employee representation. Discussion of the problems of the modern industrial wage-earner on the one hand, and the organized labor movement, including the employers' problems, on the other will be followed by a careful study of the various proposed agencies of industrial peace.

E220a. Social Evolution. 2½ hours' credit. Mr. STREIGHTOFF.

A survey of evolution, the origin and development of man; primitive societies, their bonds, control, and culture; early civilizations and their contribution to progress; race formation, racial clashes, and assimilation; the social movement.

E220b. Social Assimilation. 2½ hours' credit. Mr. STREIGHTOFF.

The sociology of assimilation including: first, a study of population, its growth and decline; the possibilities of social control; how shall we improve the "American stock"; how prevent deterioration; what are the causes of immigration; the merits of the policies of restriction; second, a survey of the structure and function of the family and the problems of marriage and divorce; third, an examination of the "negro problem" as it illustrates some of the general and special aspects of racial assimilation.

EDUCATION

E111. Elementary Educational Psychology. 2½ hours' credit.

Mr. CARTER.

This course is designed to acquaint students with important laws and principles of psychology and their operation and application to educative processes. Some consideration is given to the nervous system and its receiving, connecting, and reacting mechanisms. Other topics considered are: conscious mental states; native tendencies; habit formation; laws and economy of learning; transfer of training; fatigue; and individual differences.

E122M.G. Public School Music II and Methods II. For the intermediate grades. 2½ hours' credit. Mr. HANSON.

In accordance with special arrangements with the DePauw University School of Music, this course will be given by a DePauw University Faculty member.

E122M.P. Public School Music I and Methods I. For the primary grades. 2½ hours' credit. Mr. HANSON.

In accordance with special arrangements with the DePauw University School of Music, this course will be conducted by a DePauw University Faculty member.

E122Re. Reading and Phonics. 2½ hours' credit. Miss DRAKE.

An elementary course dealing with the rudimentary principles applicable to the teaching of reading in the elementary grades.

E211. Advanced Educational Psychology. Prerequisite, Psychology 101 or Education 111 or the equivalent of either of them. 2½ hours' credit. Mr. CARTER.

The readings, exercises, and problems of the course will aid the teacher in such practical teaching activities as (1) analyzing typical study processes, (2) diagnosing causes of failure in different kinds of

school work, (3) planning remedial treatment for specific weaknesses, and (4) arranging conditions most favorable to economical learning. Required for the high school licenses.

E221. Principles of Instruction and Management in the Elementary School. 2½ hours' credit. Mr. CHASTAIN.

The purpose of this course is the consideration of principles underlying the imparting of instruction to elementary pupils and the organization and control of elementary schools. Among the topics considered are: selection and organization of subject-matter; lesson planning and types of lessons; recitation procedures; programs; discipline; classification; progress, and marking of pupils; attendance and health of pupils; and community relations and duties.

E222Dr. Methods of Teaching Drawing and Art in the Elementary School. 2½ hours' credit. Miss MILLER.

In accordance with special arrangements with the Art School of the John Herron Art Institute, this course will be taught by a John Herron Art Institute instructor.

E222La. Methods in the Language Arts in the Elementary Schools. 2½ hours' credit. Miss DRAKE.

A course dealing with methods of teaching writing, language, and composition in the elementary grades.

E222S.S. Methods in the Social Sciences in the Elementary Schools. 2½ hours' credit. Miss PALMER.

A course dealing with the methods of teaching history and geography in the elementary grades.

E223G. Observation in the Intermediate and Grammar Grades. 2 hours' credit. Miss DRAKE.

In this course actual observation of teaching work in the Winona Model School will be combined with regular class sessions and discussion of work and methods employed in the intermediate and grammar grades.

E223P. Observation in the Primary Grades. 2 hours' credit. Miss DRAKE.

In this course students will observe actual teaching work in the primary grades of the Model School, and combine such observation with regular classroom work and discussion.

E225G. Supervised Teaching in the Intermediate and Grammar Grades. 3 hours' credit. Miss DRAKE.

Students enrolled for this course will teach in the upper grades of the Model School under the direction of the critic teacher, and will have the benefit of frequent conferences with the instructor in charge of the course.

E225P. Supervised Teaching in the Primary Grades. 3 hours' credit.

Miss DRAKE.

Those enrolled for this course will teach in the primary grades of the Model School, under the critic teacher's direction, and will have the benefit of frequent conferences with the instructor in charge of the course.

E231. Educational Tests in the Elementary School Subjects. 2½ hours' credit.

Mr. CHASTAIN.

This course is planned to meet the needs of elementary teachers in measuring the results of teaching, the interpretation of these measurements, and the planning of remedial and corrective work for the pupil, based upon the information disclosed by the testing program. A study of survey, subject-matter, inventory, and diagnostic tests and their scoring and interpretation is contemplated.

E301. Secondary Education. 2½ hours' credit.

Mr. CHASTAIN.

The purpose of this course is to give the prospective secondary teacher a general view of the field of secondary education. Topics dealing with the following phases of secondary education will be studied: (1) the development of the secondary school; (2) the nature and tendencies of secondary pupils; (3) the teacher in secondary education; (4) the curriculum of the modern secondary school.

E321. Principles of Instruction in the High Schools. Prerequisites, Psychology 101 and Education 301. 2½ hours' credit.

Mr. CHASTAIN.

The ordinary topics of a general methods course will be treated, but much more than usual emphasis will be placed on choice and evaluation of methods and devices for specific purposes. Special emphasis on methods particularly helpful in training students to think. Readings, exercises, and discussions.

E412. Mental Measurements. Open to advanced students in Education and Psychology who have had Psychology 101 or Education 111. 2½ hours' credit.

Mr. BRANDENBURG.

This course deals with the principles, methods, and application of various types of scales for measuring general mental ability. It includes a brief survey of elementary statistical methods essential to an understanding of testing. Sufficient practice in giving tests is provided to give the student an appreciation of psychological methods of procedure. Especial emphasis is placed on the application of the Binet Test in the study of individual children.

E412B. Individual Differences. 2½ hours' credit. Mr. BRANDENBURG.

Especially useful to teachers and others dealing with children. A study is made of the differences in the methods of learning employed by children, in their rate of learning, and the different means which must be used to interest them and to obtain the best results, together with the disciplinary problems of different types of children.

E557. Rural Education. 2½ hours' credit.

Mr. CAVANAUGH.

This course consists of a brief summary of the history and development of the rural school with special reference to its present status in the public school system; also a detailed study of the everyday problems involved in the operation of the different types of country schools. (Hour to be arranged.)

ENGLISH

E101a. Freshman Composition. 2 hours' credit.

Mr. DOUGLAS.

This course is fundamental and is required of all Freshmen at Indiana University. It gives the student the basic training which enables him to speak and write correctly. While it presupposes a knowledge of grammar, it serves to correct the individual's defects in sentence structure. It emphasizes punctuation, paragraphing, idioms, and the correct use of words. Each member of the class is required to hand in themes and there is class discussion of the more common mistakes. The course is highly practical since it helps the student to speak and write logically and effectively.

E101b. Freshman Composition. 2 hours' credit.

Mr. DOUGLAS.

This course is a continuation of the first semester's work and is open only to students who have had Course 101a or its equivalent. It completes the required first year's work in English Composition. The course has the following objectives: to make writing easy and interesting, as well as correct; to learn to use words with great care as to their exact meanings and to increase the active vocabulary so that, with a growing wealth of interests and experiences, adequate means of expression will be available; to teach something of the special technique of description for both its practical and its artistic uses. This discipline will serve to reinforce the study of effective diction.

E102a. Freshman English Literature. 2½ hours' credit.

Mr. DOUGLAS.

The regular Freshman course in English literature required for English majors. The course as a whole embraces the study of literature by types. During the first term the essay and the drama are the types considered.

E152a. American Literature. 2½ hours' credit.

Mr. DAVIDSON.

American literature to the Civil War. English background, followed by a study of early American productions; the rise of the newspaper and periodical; the work of the early historians, and the beginning of belle-lettres. Attention will be focussed on Franklin, Bryant, Irving, Emerson, Thoreau, Longfellow, Hawthorne, and Poe.

E152b. American Literature. 2½ hours' credit.

Mr. DAVIDSON.

American literature after the Civil War. A study of the development of the short story, the novel, the drama, and lyric poetry. Stress will be placed on the work of Whitman, the "local color" fictionists, Twain, James, Howells, Miller, Moody, and O'Neill.

E160. Public Speaking. 2 hours' credit.

Mr. STOVER.

A course arranged to train young men and women to give natural expression of thought in the most expressive and pleasing manner. Platform and stage art; vocal expression; expressive movement, literary interpretation. Recital work in the drama, poetry, and prose. Theory and practice in the art of expression for teachers, readers, and speakers.

E173. Children's Literature. 2½ hours' credit.

Mr. STOVER.

A study of types of literature suitable to be taught in the grades, such as fables, folk stories, myths, legends, hero stories, ballads, and lyrics.

E232. Chaucer. 2½ hours' credit.

Mr. DAVIDSON.

The life of Chaucer with background of English life, and the mediæval and Renaissance influences bearing upon his work. A study, also, of some of the early poems: *The Book of the Duchess*, *House of Fame*, *Parlement of Foules*, and *Troilus and Cressida*.

E234. Elizabethan Literature. 2½ hours' credit.

Mr. DAVIDSON.

The principal work of this course will consist of the study and discussion of several English prose masterpieces of the sixteenth century, especially of the Elizabethan period. More's *Utopia*, Elyot's *Governor*, Ascham's *Scholemaster*, Lyly's *Euphues*, Sidney's *Defense of Poesy* and *Arcadia*, the novels of Lodge and Greene, and the prose of Nash and Deloney will be considered in whole or in part. There will be introductory lectures on the beginnings and development of the English Renaissance, and brief consideration of other prose writers than those assigned for study.

E251. Twentieth-Century Drama. 2½ hours' credit.

Mr. STOVER.

This course takes up the contributions to the theater arts made by Craig, Appia, and other reformers. Representative plays by O'Neill, Irvine, Sidney Howard, George Kelly, Strindberg, Chekhoff, Andreev, Benavente, Pirandello, Brieux, Schnitzler, Molnar, the Capets, Hauptmann, and other outstanding dramatists will be considered.

E254b. Shakespeare. 2½ hours' credit.

Mr. DOUGLAS.

Rapid reading with class discussion of a dozen or more of Shakespeare's greatest plays, including the great tragedies and the romantic comedies.

E268. Play Production. 2½ hours' credit.

Mr. STOVER.

This course is designed as an aid to teachers and others who are sometimes engaged in the supervision of amateur play performances. A study is made of different types of plays in order to determine which plays are suited to certain types of actors. In connection with the production of plays a study is made of the make-up of characters, lighting effects, scenic arrangement, stage-setting, and all that goes to make the production a well-rounded performance.

GEOLOGY

E109a. University Geography. 5 hours' credit.

Mr. MALOTT.

The object of this course is to show the relation of the activities of man to his physical environment. The course includes a discussion of the effects of such factors as location, land forms, bodies of water, soils and minerals, climate.

HISTORY

E101a. Mediaeval and Modern European History. 2½ hours' credit.

Mr. JORDAN.

The development of ideas between the fall of the Roman Empire and the French Revolution; the political evolution of the modern European states-system; the unfolding social, economic, cultural, and religious institutions; the basis for an understanding of the contemporary civilization of Europe and America. The course covers the period to the Renaissance.

E101b. Mediaeval and Modern European History. 2½ hours' credit.

Mr. JORDAN.

This is a general course covering the important period from the Renaissance to the French Revolution. It will discuss the intellectual, artistic, and scientific awakening which began in Europe in the thirteenth century, the Protestant Revolution, the Commercial Revolution, the struggle for parliamentary government in England, the age of Louis XIV in France, the rise of Russia and Prussia, the Anglo-French struggle for colonial and maritime supremacy, and the French Revolution.

E104b. English History. 2½ hours' credit.

Mr. JORDAN.

This course sketches the political and economic development of England from 1689 to the present day. It includes a study of the following movements: Revolution of 1688 and the Protestant succession, development of parliamentary and cabinet government, the Industrial Revolution and rise of the factory system, the struggle for imperial extent and influence, political reforms and the attainment of political democracy, and the rise of social democracy.

E105a. American History (to 1840). 2½ hours' credit. Miss PALMER.

A study of movements in Europe leading to interest in America; imperial rivalry for possession; colonial policies of England, development of self-government in America, revolution and a new state; organization of the government with the development of National Republican *vs.* Democratic principles in administration; expansion and further nationalism; evidences of reaction, slavery as an economic and political issue, other issues between the nationalistic, industrial, capitalistic interests of the North and East *vs.* the states rights, planting, and farming interests of the South and West, to the close of the administration of Andrew Jackson.

E105b(or t.). General American History (and Indiana History). 2½ hours' credit. Miss PALMER.

This course consists of a study of the social and economic developments of the last decade before the Civil War, of the final struggles over slavery, of the Civil War, and of Reconstruction. A somewhat more rapid survey is made of the economic, social, and political developments and problems of the great transition period from 1876 to the present. Additional emphasis is given to the historical developments in Indiana, for students desiring credit in Course 105t, to satisfy license requirements.

E210b. Europe from Napoleon to the World War. 2½ hours' credit. Mr. JORDAN.

This course covers the period from the Congress of Berlin (1878) to the Treaty of Versailles (1920). It will study the national problems and development of the various states of Europe, their imperial expansion and conflicts, the growth of international alliances, the increased interest in the Near East, the development of international suspicion and tension during the opening years of the twentieth century, culminating in the crisis of 1914. The latter will be discussed in the light of recent revelations, and will be followed by a brief study of the World War and its effects upon Europe.

HOME ECONOMICS

E102A. Textiles. 3 hours' credit. Miss GLEASON.

The history of the evolution of spinning and weaving; the study of the leading textile fibres.

E111. Food Study. 3 hours' credit. Miss GLEASON.

Principles of cooking and study of foods; source and manufacture, their place in the diet. Open to students with a knowledge of cooking.

E215a. House Sanitation. 3 hours' credit. Miss GLEASON.

A study of the house: its site, plan, ventilation, lighting, heating, and plumbing.

E215b. House Management. 3 hours' credit. Miss GLEASON.

A study of the furnishing, decoration, care, and cost of running a house.

MATHEMATICS

E102. College Algebra. 2½ hours' credit. Mr. DOAN.

This course presupposes a thoro course in elementary algebra thru quadratics and includes such topics as are usually presented in a beginning course in algebra.

E103. Trigonometry. 2½ hours' credit.

Mr. DOAN.

This is the regular Freshman course in trigonometry and is intended for students desiring to complete the first semester of Freshman work in mathematics. Open to students who have had college algebra or three years of high school mathematics.

E104t. General Mathematics. 2½ hours' credit.

Mr. DOAN.

This course involves a consideration of some of the basic principles in the general field of mathematical study, and includes work in arithmetic, geometry, and algebra.

E106. Analytic Geometry. 5 hours' credit.

Mr. DOAN.

A study of the straight line, circle, parabola, ellipse, and hyperbola, and general equation of the second degree, with the solution of numerous exercises.

MUSIC

See Education for Public School Music Courses—Education E122 M.G. and E122M.P.

PHYSICAL EDUCATION

E108. The Nature and Practice of Play. 2½ hours' credit.

This course will embody a brief consideration of the history of the play movement and some of the organizations that are promoting play and recreational activities for the boys, girls, and adults. The theories, philosophy, and benefits of play will receive due attention. Methods of organization for distinctive types of games will be studied. Play programs for schools, both indoor and outdoor, as well as for summer playgrounds will be outlined. A considerable number of games will be analyzed.

PHYSIOLOGY

E102. Elementary Physiology. 2½ hours' credit.

Mr. TEST.

This is the course in elementary physiology required of candidates for the elementary teacher's licenses. It is a general introductory course and may be applied toward the academic degree as well as toward fulfilling license and certificate requirements.

POLITICAL SCIENCE

E101a. American Government: Federal. 2½ hours' credit.

Miss PALMER.

A course dealing with the fundamental principles underlying our national government, and involving an examination of the structure and functions of its different departments and organs. Textbook, lectures, reports, class discussions.

E101t. Community Civics. 2½ hours' credit.

Mr. LINTON.

This course will deal with the interests, problems, and activities of people in various types of communities—local, state, and national. Some attention will also be given to problems affecting the International Community of States. This course is required for the first grade elementary teacher's license. It also counts toward the regular academic degree.

E213b. World Politics. 2½ hours' credit.

Mr. LINTON.

This course will deal with the methods and policies of the leading nations in their dealings with each other and with weaker nations. The great world problems of today will be studied in a critical way, with sufficient reference to historical development to render their present aspect intelligible. The Versailles Treaty and later treaties, the Reparations problem, the Balkan situation, the Chinese question, the peace problem, the League of Nations, the Russian situation, etc., will be considered in detail. Lectures, outside reading, reports, and class discussion.

PSYCHOLOGY

E101. Principles of Psychology. 2½ hours' credit.

Mr. CARTER.

The course begins with a study of types of structures and mechanisms involved in human behavior, followed by discussions of theories concerning the part native equipment, sensations, feelings, emotions, and urges play in behavior. Considerable time will be spent on laws and methods of learning, perception, reasoning, and measurement of human traits.

E141. Applied Psychology. 2½ hours' credit.

Mr. BRANDENBURG.

This course concerns itself with the different psychological theories and their practical applications in everyday life, including a study of such phenomena as efficiency in learning and work, fatigue, sleep, etc.

E146. Abnormal Psychology. 2½ hours' credit.

Mr. BRANDENBURG.

A general introduction to all abnormal phases of mental life. The course will name and define the types of abnormal mentality.

ZOÖLOGY

E104. Nature Study: Birds. 2½ hours' credit.

Mr. TEST.

This course will be of a popular nature and should be a source of pleasure and profit to those who wish to know more about birds for teaching, practical, or cultural purposes. Many trips will be made into the woods in order to make first hand observations.

There will be offered at the Biological Station, Winona Lake, Ind., Courses 101, 102, 103, General Zoölogy (8 cr.); Course 220, Embryology (4 cr.); Course 224, Limnology (4 cr.); Course 230, Advanced Zoölogy (cr. arranged); Course 360, Research (cr. arranged).

Requirements for Admission to Indiana University

(These requirements apply only to students working toward University credit. Classes at Winona Lake are open to anyone wishing to take them solely for the information to be gained.)

A certificate of graduation from any commissioned high school entitles the student to matriculate in Indiana University. If the certificate shows that his high school work has included all that is required in the outline given below, he is admitted to full college standing without any entrance examination. The four-years' high school course is estimated as amounting to a total of sixteen units, which is the minimum requirement for admission to the College of Arts and Sciences. The work represented by these sixteen units is divided into prescribed and elective subjects as follows:

- A. Prescribed subjects, 11 units, distributed as follows:
 - 1. English, 3 units.
 - 2. Mathematics, 2 units (algebra, 1 unit; plane geometry, 1 unit).
 - 3. Foreign languages, 2 units in one language.
 - 4. History, 1 unit.
 - 5. Science, 1 unit in one science (general science not accepted).
 - 6. Two additional units selected from the above subjects.
- B. Elective subjects, 5 units.

Freshman Work

The requirements of the Freshman course at the University may be partially fulfilled by taking summer work in the Winona Center. The following subjects are open to Freshmen:

English Composition...	2	hours	Education	2½	hours
English Literature	2½	hours	Algebra	2½	hours
U.S. History	2½	hours	Mediaeval History	2½	hours
Political Science	2½	hours			

Teacher Training

Winona Extension courses offer many opportunities for teachers to take courses leading to professional advancement and at the same time counting toward graduation at the University.

Courses for Prospective Teachers. Graduates from high schools can begin their teacher training work at Winona Lake by making a proper selection of courses leading to primary and intermediate-grammar grade licenses. The courses listed below count toward a university degree, as well as toward the different licenses. Students just beginning their teacher training work, however, should take the following courses:

English Composition ...2 hours General Mathematics .. 2½ hours
English Literature 2½ hours

Students just beginning this course are not permitted to take any courses except those indicated above.

Advanced courses for teachers in service are offered, and many individuals are carrying such courses in order to renew licenses and to secure higher grade licenses.

Training Curricula for Teacher's Licenses. The two-years' curricula at Indiana University for elementary school teacher's licenses differ in some respects from the curricula of the old Winona Summer School. An outline of the Indiana University curricula leading to primary and intermediate-grammar grade licenses is given below. During the summer, most courses carry 2½ semester hours of credit, and such courses satisfy the requirements of the prescribed course, provided the total number of credits equals the required total.

ELEMENTARY SCHOOL TEACHER'S LICENSES

Primary School Teacher's Licenses

Courses	FIRST SEMESTER	Semester Hours
Introduction to Teaching	Ed. 101	3
English Literature	Eng. 102a	3
General Mathematics	Math. 104t	3
English Composition	Eng. 101a	2
Public School Music	Ed. 122M.	2
Reading and Phonics	Ed. 122 Re.	2
		<hr/> 15

Courses	SECOND SEMESTER	Semester Hours
Educational Psychology	Ed. 111	3
English Composition	Eng. 101b	2
United States History	Hist. 105a	3
Methods in Arithmetic	Ed. 122Ar.	2
Geography	Geol. 109a	5
		<hr/> 15

THIRD SEMESTER

Courses	Semester Hours
Principles of Instruction and Management ..Ed. 221	2
United States and Indiana History.....Hist. 105t	3
Physiology and Hygiene .....Physiol. 102	3
Observation in the Primary Grades.....Ed. 223P.	2
Methods in Social Sciences .....Ed. 222S.S.	2
Methods in the Language Arts .... .Ed. 222La.	2
The Nature and Practice of Play.....Phys. Ed. 108	2
	—
	16

FOURTH SEMESTER

Courses	Semester Hours
Community Civics .....Pol.Sci. 101t	3
Drawing and Handwork .....Ed. 222Dr.	3
Tests and Measurements .....Ed. 231	2
Nature Study .....Zoöl. 104 or Bot. 117t	2
Children’s Literature .....Eng. 173	2
Supervised Teaching .....Ed. 225P.	3
	—
	15

Intermediate-Grammar Grade Teacher’s License

First and second semesters are the same as the first and second semesters of the Primary School Teacher’s License requirements.

THIRD SEMESTER

Courses	Semester Hours
Principles of Instruction and Management . Ed. 221	2
United States and Indiana History .....Hist. 105t	3
Physiology and Hygiene .....Physiol. 102	3
Observation in the Intermediate and Grammar Grades .....Ed. 223G.	2
Methods in Social Sciences (emphasis on grammar grades) .....Ed. 222S.S.	2
Methods in the Language Arts .....Ed. 222La.	2
The Nature and Practice of Play.....Phys. Ed. 108	2
	—
	16

FOURTH SEMESTER

Courses	Semester Hours
Community Civics .....Pol. Sci. 101t	3
Drawing and Handwork .....Ed. 222Dr.	3
Tests and Measurements .....Ed. 231	2
Children’s Literature .....Eng. 173	2

Nature Study	Zoöl. 104 or Bot. 117t	2
*Supervised Teaching (grammar grades)..	Ed. 225G.	3
		<hr/>
		15

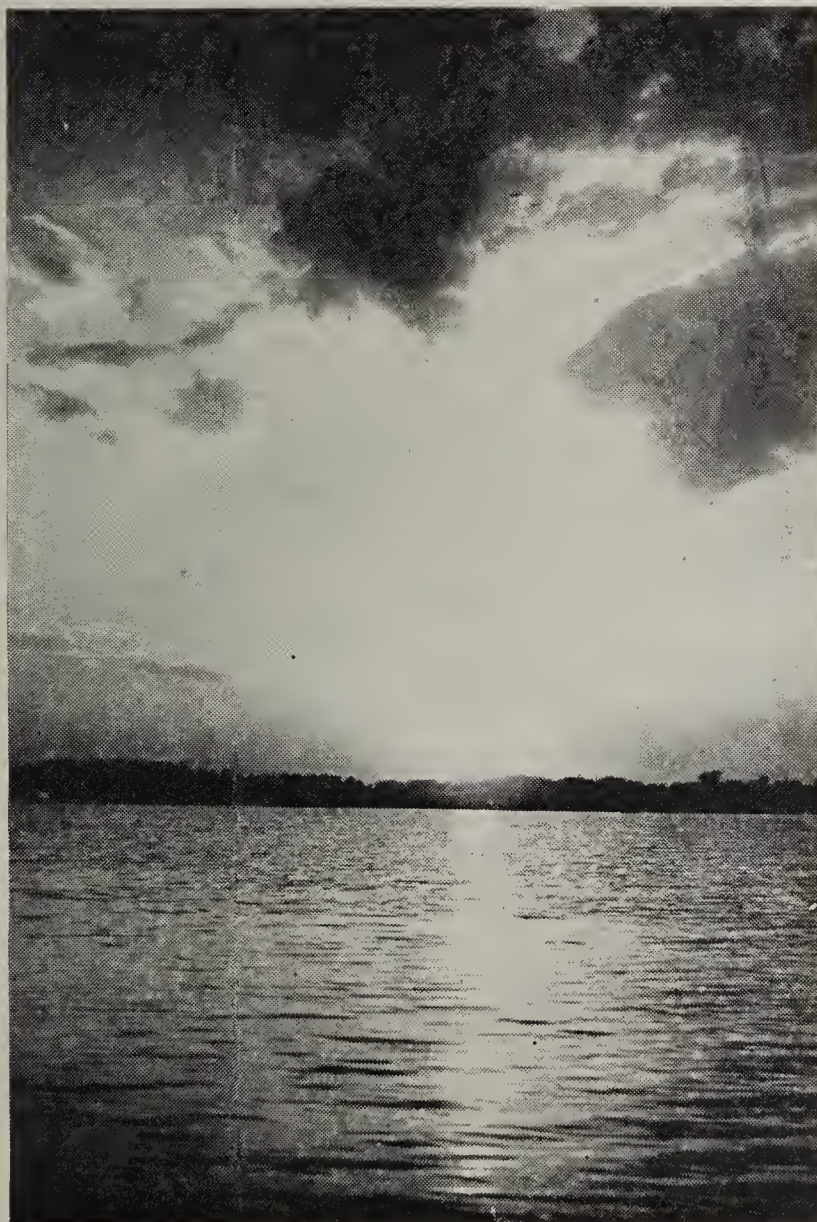
*1. No one will be accepted in supervised teaching whose general average is less than C.

2. No one will be accepted for supervised teaching whose general average in professional courses is less than C.

3. No one will be accepted for supervised teaching who has a grade of less than C in Special Methods Courses (122Re., 222La., 222S.S., 122 Ar.)

4. A laboratory fee of \$3 per semester hour is required of all student teachers taking supervised teaching.

NOTE: All students working toward teachers' licenses must bring their licenses with them on registration day, together with certified transcripts of all work which they have to their credit, with the exception of their Winona Lake credits. Assignment to classes cannot be made unless such documents are at hand.



Requirements for Graduation

Graduation from the College of Arts and Sciences. For graduation from the College of Arts and Sciences, students are required to complete a four-years' course of study. The prescribed subjects include:

- a.* Four hours of English composition.
- b.* One hour of hygiene lectures.
- c.* Twenty hours of language.
- d.* Twenty hours in a group consisting of mathematics and natural science. Ten hours shall be chosen from each of two different departments, one of which must be the Department of Mathematics, Physics, or Chemistry.
- e.* Fourteen hours chosen from certain other groups of subjects. (See University Catalog.)
- f.* Thirty hours in a major subject and twenty hours in a minor.
- g.* Four hours of military training or physical education.

Warning. Extension students who have completed as much as thirty hours of University work are warned against taking further courses without consultation with the head of the department in which they are to do their major work.

Grades and Credit Points. Students must have at least 125 or 126 credit hours for graduation, with such grades as to entitle the student to at least 120 credit points. The quality of a student's work is indicated by the following semester grades: namely, A (95 to 100); B (85 to 94); C (75 to 84); D (65 to 74). D minus is the lowest passing grade. The grade letters carry credit points as follows: A, three credit points for each semester hour of credit; B, two credit points; C, one credit point; D, no credit points, but credit.

The B.S. Degree in Education. The requirements for a B.S. degree in Education are diversified according to the professional objective of the candidate. There are ten different optional courses outlined for this degree in the Indiana University School of Education Bulletin. For the information of students, Option C is listed below:

Those having or desiring one or other of the various first grade elementary school teacher's licenses—two-years' course—who wish to qualify for this degree and to continue teaching in the elementary schools must meet the following requirements:

1. The regular matriculation requirements of the University.
2. The general requirements of the University regarding Freshman English composition, hygiene, physical training, and military training.

3. The minimum amount of academic and professional work required for one or other of the various first grade licenses to teach in the elementary school as offered in Indiana University, or their equivalent as offered in other approved institutions.

4. An additional amount of academic work sufficient to bring the total credit up to not less than thirty semester hours (a major) in some one of the various fields of study represented in the curriculum of the elementary school and up to not less than ten semester hours in each of two other such fields of study.

5. Not less than ten hours of work in Education of junior and senior grade.

6. Free election of work for the remaining hours needed to make up the total of 125 or 126 semester hours required for graduation.



Extension Courses in Music

The School of Music of DePauw University will carry on Extension work at Winona Lake this summer. The dates will be the same as those of the Extension Division of Indiana University. Students enrolled in Indiana University Extension courses who desire work in Music may enroll in the Extension classes conducted by DePauw University and receive credit from that institution. The music courses will include Dictation, Sight Reading, Harmony, History of Music, Appreciation, and Public School Methods, as well as applied subjects such as Piano, Voice, Violin, Cello, Organ, Brass and Reed instruments. There also will be offered a course in the production and presentation of school operettas and music plays.

Opportunity will be given students to have practical experience in public band and orchestra playing as well as choir and chorus singing.

The music courses will be under the personal supervision of Robert G. McCutchan, Mus.D., Dean of the School of Music of DePauw University. He will have with him such well known teachers and musicians as Professor J. S. Constantine, of Oberlin College; May Strong, University of Michigan; Edna Bowles, DePauw University; John B. Sapp and Esther Alice Green, Drury College; Clayton Quast, Detroit Conservatory; and others.

For further information write to R. G. McCutchan, Dean, DePauw University, Greencastle, Indiana.

Classes in Fine Arts and Commercial Arts

The Art School of the John Herron Art Institute will offer courses in fine arts and commercial arts at Winona. Students enrolled in Indiana University Extension courses who desire courses in Art may enroll in classes conducted by the Art Institute and receive credit from that institution.

For further information write to the Principal of the Art School, John Herron Art Institute, Indianapolis.

Schedule of Classes

Classes will have daily sessions on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays.

Students enrolled for Supervised Teaching and Observation (Education 223G, 223P, 225G, 225P) will meet for the arrangement of their programs on Wednesday, June 12th, at 3 p.m. In addition to the morning schedules arranged for practice and observation, a conference hour will be held each week on Thursdays at 2 p.m.

		No. hrs. credit	Instructor
7-8 a.m.			
English E268.....	Play Production.....	2½	Stover
Geology E109a.....	University Geography.....	5	Malott
Home Economics E111.....	Food Study.....	3	Gleason
Physical Education E108.....	Nature and Practice of Play.....	2½	
Zoölogy E104.....	Nature Study: Birds.....	2½	Test

8-9 a.m.			
Education E122S.S.....	Methods in Social Sciences.....	2½	Palmer
Education E211.....	Advanced Educational Psychology.....	2½	Carter
Education E221.....	Principles of Instruction and Manage- ment in the Elementary School.....	2½	Chastain
Education E412B.....	Individual Differences.....	2½	Brandenburg
English E251.....	Twentieth-Century Drama.....	2½	Stover
Geology E109a.....	University Geography (continued from 7 a.m.).....		Malott
History E101a.....	Mediaeval and Modern History.....	2½	Jordan
Home Economics E215b.....	House Management.....	3	Gleason
Mathematics E102.....	Algebra.....	2½	Doan
Political Science E213b.....	World Politics.....	2½	Linton

9-10 a.m.			
Economics E220a.....	Social Evolution.....	2½	Streightoff
Education E231.....	Educational Tests in the Elementary School Subjects.....	2½	Chastain
Education E412.....	Mental Measurements.....	2½	Brandenburg
English E101b.....	English Composition.....	2	Douglas
English E160.....	Public Speaking.....	2½	Stover
English E232.....	Chaucer.....	2½	Davidson
History E101b.....	Mediaeval and Modern History.....	2½	Jordan
Home Economics E102A.....	Textiles.....	3	Gleason
Mathematics E104t.....	General Mathematics.....	2½	Doan
Political Science E101t.....	Community Civics.....	2½	Linton
Psychology E101.....	Elementary Psychology.....	2½	Carter

10-11 a.m.			
Economics E220b.....	Social Assimilation.....	2½	Streightoff
Education E301.....	Secondary Education.....	2½	Chastain
English E102a.....	English Literature.....	2½	Douglas
English E152a.....	American Literature.....	2½	Davidson
Home Economics E215a.....	House Sanitation.....	3	Gleason
Mathematics E106.....	Analytic Geometry.....	5	Doan
Political Science E101a.....	American Government: Federal.....	2½	Palmer
Psychology E146.....	Abnormal Psychology.....	2½	Brandenburg

11-12 a.m.

Economics E212b	Labor Problems	2½	Streightoff
Education E111	Elementary Educational Psychology	2½	Carter
Education E122Re	Reading and Phonics	2½	Drake
Education E321	Principles of Instruction in the High School	2½	Chastain
English E173	Children's Literature	2½	Stover
English E234	Elizabethan Literature	2½	Davidson
English E254b	Shakespeare	2½	Douglas
History E104b	English History	2½	Jordan
History E105b, 105t	American History	2½	Palmer
Mathematics E106	Analytic Geometry (continued from 10 a.m.)		Doan
Physiology E102	Elementary Physiology	2½	Test
Psychology E141	Applied Psychology	2½	Brandenburg

12-1 p.m.

Economics EE101b	Political Economy	2½	Streightoff
Education E122La	Methods in Language Arts	2½	Drake
English E101a	English Composition	2	Douglas
English E152b	American Literature	2½	Davidson
History E105a	American History	2½	Palmer
History E210b	Europe since Napoleon	2½	Jordan
Mathematics E103	Trigonometry	2½	Doan

2-3 p.m.

Education E122Dr	Methods in Drawing and Art	2½	Miller
Education E122M	Methods in Public School Music	2½	Hanson

AUG 23 1929

UNIVERSITY OF ILLINOIS



Summer Session of Indiana University at Bloomington

The eight and one-half weeks' session will be held from June 13 to August 9 and will include the following schools: College of Arts and Sciences, Graduate School, School of Education, School of Medicine, School of Commerce and Finance, and School of Music. The following departments will be represented in the College of Arts and Sciences: Anatomy, Botany, Chemistry, Comparative Philology, Economics and Sociology, English, Geology, German, History, Home Economics, Journalism, Latin, Mathematics, Physical Education for Men, Physical Education for Women, Physics, Physiology, Political Science, Psychology, and Romance Languages. Approximately 297 courses in all will be offered, 111 of which will offer graduate credit.

The Faculty will include 111 instructors, almost all of whom are regular members of the Indiana University Faculty.

Several courses are scheduled definitely for the three weeks' session, August 10 to 27 (including Saturdays), and more will be added if there is sufficient demand.

The School of Law will hold a twelve weeks' session which will be divided in two parts. The first half will meet from June 13 to July 24, and the second half from July 25 to August 27.

Courses in biology will be offered at the Biological Station, Winona Lake, Ind., from June 15 to August 9 (including Saturdays).

Indiana University Extension Division

WINONA COURSES

Summer, 1929

CALENDAR

<i>June 11, Tuesday</i>	Registration Day.
<i>June 12, Wednesday</i>	Classes begin.
<i>July 4, Thursday</i>	Holiday.
<i>August 7, Wednesday</i>	Term ends.
<i>August 7, Wednesday</i>	Registration, Three Weeks' Session.
<i>August 8, Thursday</i>	Classes begin.
<i>August 24, Saturday</i>	Three Weeks' Session ends.

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INDIANA UNIVERSITY EXTENSION DIVISION



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UNIVERSITY OF ILLINOIS

UNIVERSITY LECTURES

BLOOMINGTON, INDIANA

BULLETIN OF THE EXTENSION DIVISION,
INDIANA UNIVERSITY

Entered as second-class mail matter, October 15, 1915, at the post-office at Bloomington, Indiana, under the Act of August 24, 1912. Published monthly, by Indiana University, from the University Office, Bloomington, Indiana.

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University Lectures

UNIVERSITY extension lectures afford an opportunity for groups of people and for communities in every quarter of the state to keep in touch with the latest thought and the most reliable information upon current questions. They create an appreciation of the best in literature and art. They stimulate and direct thinking and reading; they awaken an interest in the problems of education and social welfare; and they are a means of bringing a "university outlook" to many people who desire a broader conception of life and of the art of living.

The lectures offered by the Extension Division may be classified in two groups: those which are strictly informational in character, given in series for classroom and club-study students; those of general educational and inspirational value, given for audiences such as attend conventions, conferences, holiday programs, and lyceum courses. Persons making application for lectures should state the purpose and nature of the meeting to be addressed, so that recommendation can be made accordingly.

The University faculty is made up of men of widely varying interests, personalities, and achievements. Because these men are devoting their time to the pursuit of knowledge, to research, and to instruction, they are peculiarly fitted to address the adult people of the state upon practically every matter of importance. While the following list of speakers and subjects covers a wide range of topics, it is by no means exhaustive. Upon request special lists of lecturers, whose subjects are suitable for special occasions, will be sent.

The fee for University lectures is fifteen dollars. This is the only charge to the local organizations, since the speaker's expenses are paid by the Extension Division. For two lectures on the same day the fee is twenty-five dollars. Payment should be made to the Extension Division.

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University Extension Lecturers

MYRTLE J. ANDERSON, Instructor in Home Economics.

The Story of Rayon (illustrated with motion-picture film).

*FRANK GREENE BATES, Professor of Political Science.

City Planning in America.

The Zoning Law of Indiana.

The City-Manager Plan of City Government.

The Taxing System of Indiana.

The Budget in Indiana.

The Spending of the Tax Dollar in Indiana.

*F. LEE BENNS, Associate Professor of History.

The New German Republic.

The Irish Free State.

Soviet Russia.

The Recovery of the Turk.

The New States in Europe.

Modern Greek Imperialism.

LILLIAN GAY BERRY, Professor of Latin.

Rome, Past and Present (illustrated with lantern slides).

The Art of the Romans (illustrated with lantern slides).

A Walk thru Pompeii (illustrated with lantern slides).

Roman Life and Art (illustrated). A series of lectures on Roman amusements, art, dress, homes, occupations, religion, roads, and travel. Intended for high school classes in Latin and Roman history or for club study. Given separately or in series.

The Bible and Moral Education in the Home.

American Ideals, Old and New.

What is Education?

The Evolution of the Modern Woman.

Italy Today (illustrated with lantern slides).

The Italy of Vergil.

WALTON S. BITTNER, Associate Director of the Extension Division.

Democracy and the Community Center.

Civic Organization and Public Discussion.

Child Labor.

Public Opinion.

Adult Education.

WILLIAM WESLEY BLACK, Professor Emeritus of Education.

Professor Black's lectures are available for clubs, school commencements, popular audiences, teachers' bodies, Parent-Teacher Associations, and religious and other organizations at practically any time since he has retired from regular teaching.

*On leave of absence until September, 1929.

Education for Democracy.

The Function of School Education.

The Elementary School Curriculum.

The Place of Play in Education.

Methods in the Elementary School.

Education in Rural Communities.

Opportunities in Rural Community Life.

Needed Changes in Rural School Organization (a discussion of the County Unit plan).

Psychology and Pedagogy of Reading (one or more lectures).

Psychology and Pedagogy of Grammar (one or more lectures).

The Teaching of Handwriting.

Literature in the Public Schools (one to six lectures).

The Book of Job (an interpretation).

The Development of Religious Conceptions in Israelitish Life.

Isaiah and His Time.

What Jesus Had in Mind (one to three lectures).

How to Study Paul's Letters (one or two lectures).

The Place of Thinking in the Child's Schooling.

WILLIAM FREDERICK BOOK, Head of the Department of Psychology and Philosophy, and Professor of Educational Psychology.

Palestine or The Holy Land.

The Art of Japan.

India.

HERMAN THOMPSON BRISCOE, Professor of Chemistry.

The Structure of Matter.

Atoms and Molecules.

The Electron Theory of Valency.

Recent Contributions of Chemistry to Life and Industry.

ROBERT ELISHA BURKE, Head of the Department of Fine Arts, and Professor of Fine Arts.

An Introduction to the Study of Pictures.

Dante Gabriel Rosetti, Poet and Painter.

Oriental Art.

Raphael (illustrated).

Michelangelo (illustrated).

Leonardo da Vinci (illustrated).

Rembrandt (illustrated).

Turner (illustrated).

Whistler (illustrated).

American Art (illustrated).

Engraving and Etching.

HENRY HOLLAND CARTER, Head of the Department of English, and Professor of English.

Tragedy as a Literary Type.

Comedy as a Literary Type.

The Relation of Literature to the State.

Ruskin as an Exponent of a Liberal Education.

Two Methods of Word Study.

A Comparison between the Old English and Modern English Language.

Chaucer, the Modern Poet.

Thomas Hardy.

The Teacher's Ideal as Revealed in Browning's Poetry.

The Bible, Our Greatest Literature.

How Shall We Recognize Good Literature?

ROBERT EMMET CAVANAUGH, Director of the Extension Division.

Justice for Rural Schools.

Continuing Education.

RAYMOND HUNTINGTON COON, Associate Professor of Latin.

Study at Oxford University.

The Honors Courses.

Two Roman Poets, Vergil and Ovid: a Comparison and a Contrast.

JOHN WILLIAM CRAVENS, Registrar.

The Passion Play (illustrated).

S. LEE CRAWLEY, Assistant Professor of Psychology.

Modern Psychology.

Applied Psychology.

Behaviorism.

Heredity or Environment?

Intellect or Feeling?

Character and Personality.

Mental Tests.

HAROLD THAYER DAVIS, Assistant Professor of Mathematics.

Philosophical Background of Relativity.

Is there an Ether?

Some Modern Notions of Space and Time.

LOUIS SHERMAN DAVIS, Professor of Chemistry, and Director of Nutritional Research.

Thrift.

The Economic Status of the Middle Class.

The Growth of Social Personality.

Four Fundamentals in Living.

Life Relations in Education (fifteen lectures).

Bright and Dull Children.

Heredity in Education.

The Trend of the Teens.

Dominant Mental Processes in Julius Caesar.

The Subconscious Mind of Shakespeare.

Shylock the Jew.

Lessons from Macbeth.

The Personal Factor in Shakespeare's Plays.

The Period of Spiritual Awakening.

The Causes of Premature Senility.

Mrs. LOUIS SHERMAN DAVIS.

The following lectures are illustrated with songs. Those starred are given by both Dr. and Mrs. Davis.

The Music of Primitive Peoples.
 Indian and Negro Music.*
 American Composers (illustrated).
 The Lyrics of Shakespeare.*
 Nineteenth-Century Opera.
 Folk Songs.

JOHN B. DUTCHER, Professor of Physics.

Light, a Servant of the Arts and Sciences.
 The Atomistic Nature of Things.
 X-Ray, In the Laboratory and In Practice.
 Light,—Its Rôle in Life and Death.
 Color,—The Part It Plays in Advertising and Decorating.
 The Physics of Television.
 Our Great Southwest and Its Pre-historic People.

*CLARENCE EDMUND EDMONDSON, Dean of Men, and Professor of Hygiene.
 The Boy Scout Movement.

*(Mrs.) EDNA HATFIELD EDMONDSON, Field Worker in the Extension Division.

Parent-Teacher Associations—Their Organization and Conduct.
 Parent-Teacher Associations—Their Field of Work.
 Some Japanese Experiences and Some Things Japanese.

EDITH F. EICKHOFF, Assistant Professor of Social Service (Indianapolis).
 Social Work and the Treatment of Disease.
 Social Factors in Medical Diagnosis.

FRANK REEL ELLIOTT, Director of Publicity.
 Publicity Methods.

HARRY ENGEL, Acting Instructor in Fine Arts.

What is Architecture?
 Architecture in the Land of Osiris.
 Our Debt to Greek Architecture.
 The Roman Baths and their Architectural Significance.
 The Origin and Rise of Christian Architecture.
 Elements of Gothic.
 What is Modern Architecture and Why?
 Appreciation of Egyptian Sculpture.
 Greek Sculpture.
 Roman Sculpture.
 Gothic Sculpture.
 The Modern Movement in Sculpture.
 Is our Modern Sculpture 6000 years Old?

*On leave of absence, January 1 to April 1, 1929.

GEORGIA ELIZABETH FINLEY, Assistant Professor of Home Economics.

Essentials for the Daily Diet.

An Adequate Diet for the Pre-School Child.

An Adequate Diet for the School Child.

What Should the Home Expect to do for the Pre-School Child?

ARTHUR LEE FOLEY, Head of the Department of Physics, and Professor of Physics.

History of Science (illustrated).

Conservation and Civilization.

Fields of Force (illustrated by experiment).

Sound Waves (illustrated).

(The third lecture requires much apparatus for its presentation. A special fee is therefore necessary.)

Architectural Acoustics (one to six lectures).

EDGAR GEORGE FRAZIER, Associate Professor of Public Speaking.

The Art of Acting.

A Group of Contemporary Plays.

James Whitcomb Riley: Lecture and Readings.

James M. Barrie: His Plays.

This Year's Pulitzer Prize Play.

The Art of Conversation.

Beauty Spots of Indiana (illustrated).

JOHN L. GEIGER, Assistant Professor of Music.

American Songs and Song Writers.

An Evening with Puccini.

Modern Opera in France.

Modern Opera in Italy.

Modern Opera in Russia.

Modern Opera in Germany.

Grand Opera in America.

(Mr. Geiger's lectures are illustrated with the Victrola.)

EZRA VERNON HAHN, Professor of Surgery.

Surgery for Tri-facial Neuralgia.

Mandibular Cysts.

Osteo-Myelitis.

OTTO TEMPLAR HAMILTON, Assistant Professor of Education in the Extension Division.

Religion and the Bible in the Public Schools.

What Price Education?

HERBERT C. HAZEL, Critic Teacher in Physics.

Development of Radio Communication (historical sketch with simple demonstrations).

CORA BARBARA HENNEL, Associate Professor of Mathematics.

Two Queries.

Superstition.

The Philosophy of Milne's Children's Poems.

Russell Conwell.

Mathematical Recreations.

FREDERIC RICH HENSHAW, Professor of Operative Dentistry.

Manipulation of Amalgams.

Cavity Preparation.

The Gold Inlay.

Dental Care of the Child.

Future of Dentistry.

AMOS SHARTLE HERSHEY, Head of the Department of Political Science,
and Professor of Political Science and International Law.

The Russian Enigma.

Versailles and After.

Modern Japan.

The Future of China.

General Results of the Washington Conference.

The Unrest in India.

The Balkanization of Europe.

Underlying Causes of War.

The League of Nations.

(Other lectures on current phases of internationalism.)

ERNEST HOFFZIMMER, Professor of Piano.

The Musical Memory.

Its foundations, construction, development.

MASON EDWARD HUFFORD, Assistant Professor of Physics.

Recent Researches and Discoveries in X-Rays.

The Nature of Atomic Structure.

The Nature of Light.

FRANK CARLYLE HUGHES, Assistant Professor of Prosthetics.

Full Denture Construction.

Partial Denture Construction.

WILLIAM EVANS JENKINS, Professorial Lecturer in General Literature.

How Plays are Built.

George Bernard Shaw.

H. G. Wells.

Dickens as a Social Reformer.

Maeterlinck, the Mystic.

Meredith, the Feminist.

Robert Browning.

William Morris and the Aesthetic Movement.

Where is Art Going?

A Group of Recent Plays.

Where is Literature Going?

The New Theatre.
Ibsen, the Master Builder.
How to See a Play.
The Art of Poetry.
A Householder in London.
Backgrounds of Crime in America.
Influence of the Frontier on American Character.

ALEXANDER CORBIN JUDSON, Professor of English.

Robert Herrick, Poet (illustrated).
The Pre-Raphaelite Brotherhood (illustrated).
Arnold Bennett and the Five Towns.

EDWIN NICHOLAS KIME, Associate Professor of Physiology.

Light Therapy as Related to Human Tissues.

FLORANCE BEESON KING, Assistant Professor of Home Economics.

The Normal Diet.
Recent Developments in Nutrition.
Safe Reducing Diets.
The Nutrition of the Child.
Retention of Nutritive Properties of Food in Cooking.

ALFRED CHARLES KINSEY, Associate Professor of Zoölogy.

Gall Insects (illustrated).
Insects and Human Disease (illustrated).
18,000 Miles Bug-Hunting (illustrated).
Mountain-Top Biology (illustrated).

ERNEST J. LÉVEQUE, Assistant Professor of French.

Maître François Villon; l'homme, le poète.
Quelques tendances de la poésie contemporaine en France.
Trois poètes de la simplicité: Paul Fort, Francis Jammes, la com-
tesse de Noailles.
Le symbolisme de Maeterlinck.
Comment lire Balzac.
(These lectures will be given in French or in English.)

ERNEST MARSHALL LINTON, Associate Professor of Political Science.

Europe Turns the Corner.
The Civilization of the Future.
America and the World Court.
The Kellogg Treaty.
The Evolution of the American Constitution.
World Politics in the Twentieth Century.
A Visit to the English Parliament.
Jerusalem and the Jordan.
Egypt and the Pyramids.

THOMAS STUART LUCK, Assistant Professor of Economics and Sociology.

Emancipation of Women.
An Equitable and Eugenic Draft Law.
What Price Efficiency.
Education as an Investment.
Will Craft-Unionism Survive?

WILLIAM ORLANDO LYNCH, Professor of History.

Abraham Lincoln.
The Democratic Party.
The Republican Party.
Party Government on Trial.
Colleges of the South.
The Convergence of Lincoln and Douglas.
The Southern Appalachians in American History.

JESSE WILLIS MCATEE, Assistant Professor of Business Law.

Home Work Schemes.
Bait Advertising.
How to Buy a Diamond.
Swindle Schemes and Frauds.
The Divide.
Master of My Fate.
Starting from Zero.

LANDER MACCLINTOCK, Associate Professor of Romance Languages.

Rabelais.
Molière.
Rousseau.
Voltaire.
Anatole France.
Romain Rolland.
Victor Hugo.
What France Can Give America.
The Fascist Movement in Italy.
Futurism in Poetry, Drama, and Painting.
The Italian Drama of Today.
Gabriele d'Annuncio.

CLYDE ARNETT MALOTT, Professor of Geology.

Lost River and its Subterranean Phenomena.
The Physiography of Southern Indiana.

FREDERICK JAMES MENDER, Instructor in German.

The Lay of the Nibelungs (Nibelungenlied). (Illustrated with lantern slides. Given in English or German.)

B. WINFRED MERRILL, Dean of the School of Music, and Professor of Music.

The Orchestra.
Music of the Church.

LAURENS J. MILLS, Associate Professor of English.

The Merchant of Venice.

Friendship in the Drama of Shakespeare's Day.

JOHN ROBERT MOORE, Associate Professor of English.

The Gentle Art of Satire.

Uncle Remus.

The Songs in Shakespeare's Plays.

Optimists and Pessimists among the Poets.

Walt Whitman, the Poet of Democracy.

The Art of Cooking, as Seen by the Poets.

The West in American Literature.

The Popular Ballad.

The Relationship between Music and Words in Songs.

WILLIAM THOMAS MORGAN, Professor of European History.

Two Men and a Woman: an Historical Triangle.

The Social Revolution in England.

English History: Great Britain in War and Peace (1915-1924).

The American Revolution from the European Point of View.

Contemporary History: Problems of Peace and Reconstruction.

American and English Elections Contrasted.

Famous Historical Characters of England (illustrated).

Noted Figures in French History (illustrated).

GEORGE DAVIS MORRIS, Professor of French.

Victor Hugo.

Honoré de Balzac.

A Trip around Brittany (illustrated).

HENRY BIRT MORROW, Assistant Professor of Operative Dentistry.

Dentistry for Children.

BURTON DORR MYERS, Dean (at Bloomington) of the School of Medicine,
and Professor of Anatomy.

Pasteur.

The Importance of Pre-Medical and Medical Standards.

FLOYD RALPH NEFF, Assistant Professor in the Extension Division (Fort
Wayne).

Literature and Life.

The New Methods in Language and Composition.

The Essay and Drama.

The Fine Art of Expression.

Shakespeare and His Time.

Longfellow and Other American Poets.

How to Increase One's Vocabulary.

Winona Lake.

HUGH WOODS NORMAN, Assistant Professor in the Extension Division.

Visual Education.

Motion Pictures for School and Community Use.

Developing Visual Instruction in a School System.

The University Visual Instruction Service to School and Community.

(This lecture may be had free for teachers' meetings and Parent-Teacher Association meetings.)

LEE R. NORVELLE, Debate Coach, and Assistant Professor of English.

Review of Current Broadway Dramatic Season (detailed review of each season's successful plays).

Shakespearean Summer Festival of Plays at Stratford-on-Avon.

The Future of Legitimate Drama.

Eugene O'Neill and the New Drama.

Reading of Annual Pulitzer Prize Play.

Review of Annual Pulitzer Prize Novel.

DOUGLAS D. NYE, Assistant Professor of Music.

American Folk Music.

MARY BURCHARD ORVIS, Secretary, Indianapolis Extension Center.

Tendencies in Fiction Today.

Recent Fiction.

New Thoughts in Some New Books.

How to Study the Short Story.

Essentials in Short Story Writing.

How the Club Woman Can Use the University.

WILLARD W. PATTY, Professor of Education.

The Legal Basis for the Public Secondary Education Program of the United States.

Legal Control of Expenditures for Public Secondary Schools.

The Place of Vocational and Part-Time Education in the Public Secondary Education Program.

The Professional Significance of Certain Phases of Growth in the Public Secondary Education Program.

FERNANDUS PAYNE, Dean of the Graduate School and Professor of Zoölogy.

Heredity and Eugenics (one or more lectures).

GLENN JASPER PELL, Associate Professor of Oral Surgery.

Exodontia.

Management of the Impacted Tooth.

JOSEPH WILLIAM PIERCY, Head of the Department of Journalism, and Professor of Journalism.

The Associated Press.

Joseph Pulitzer.

What is News?

JAMES HALL PITMAN, Associate Professor of English.

English Ballads and Folk Songs (with traditional tunes).

ROLLA ROY RAMSEY, Professor of Physics.

Atomic Structure.

Radium and the Radio-Active Elements.

Radio-Activity of Ordinary Substances.

Radio Receiving and Transmitting.

Experimental Radio.

WILLIAM A. RAWLES, Dean, School of Commerce and Finance.

Business Research and Schools of Commerce.

Why the Business Cycle?

The Future of Transportation.

Why Foreign Trade?

The Motor Truck and the Railway.

Railway Consolidation.

AGAPITO REY, Associate Professor of Spanish.

Present-Day Spain (illustrated).

The Modernity of Cervantes.

Contemporary Spanish Literature.

Gothic and Arabic Architecture in Spain (illustrated).

Evolution of Nationalism in South America.

Some South American Cities (illustrated).

Rural Life in South America (illustrated).

The Spanish Pioneers in America.

THURMAN BROOKS RICE, Associate Professor of Bacteriology and Public Health.

Public Health Subjects:

The Conquest of Disease.

Making the School Safe for a Developing Mind—Mental Hygiene.

Postponing Our Own Funerals.

The Proper Nutrition of School Children.

Sex Education and Hygiene.

Eugenical Subjects:

Eugenics—What It is and is Not.

Good and Bad Stock in the Human Race.

Eugenical Sterilization—What is It and Why?

Is Ours a Dying Race?

ERT J. ROGERS, Associate Professor of Crown and Bridge Work.

Partial Veneer Crowns.

Bridge Pontics.

Care of Children's Teeth.

The Foods We Eat and How They Affect the Teeth.

Some Fundamentals in Removable Bridge Work.

ELIZABETH SAGE, Associate Professor of Home Economics.

- Color and Its Significance in Costume (one lecture).
- The Craft of Lace Making (one lecture, illustrative material).
- The Art of Embroidery (one lecture, illustrative material).
- Tapestry and its Makers (one lecture, illustrative material).

PAUL L. SAYRE, Professor of Law.

- Joan of Arc, Her Life and Significance in History.
- John Quincy Adams, Unpopular Patriot.
- The Place of the Lawyer in the Business World.

WILLIAM H. SCHEIFLEY, Associate Professor of Romance Languages.

- The Contemporary Drama of France.
- The Contemporary Novel of France.
- The Educational Outlook in France.
- The French Academy.
- France and the Rhine Frontier.
- The Forests of France and their Part in the World War.
- Pierre de Ronsard.
- France in the Levant.
- Joan of Arc.
- Edmond Rostand.
- The "Tiger" of France.
- Maurice Barrès.
- Flaubert and His Art.
- Léon Daudet.

GEORGE EZRA SCHLAFFER, Assistant Professor of Physical Education.

- Community Music, Purpose, and Methods.
- Physical Education Programs.
- Socialization for Citizenship.
- Nature and Purpose of Play.
- Community Recreational Programs.
- Citizenship Through the Right Use of Leisure.
- (Mr. Schlafer may be secured as Director of Pageants.)

WILL SCOTT, Professor of Zoölogy.

- The City Beautiful (illustrated).
- The Lakes of Indiana (illustrated).
- The Birds of Indiana (illustrated).

ULYSSES HOWE SMITH, Bursar.

- Cost Accounting.
- Office Administration.
- General Accountancy.
- Office Organization.

GEORGE S. SNODDY, Professor of Psychology.

- Mental Differences among Children.
- Mental Development in the Child.
- Vocational Psychology—The Problem of Guidance.
- Psychology as Applied to Business and Industry.

GROVER T. SOMERS, Associate Professor of Education.

Predicting Teaching Success.
Trends in Educational Psychology.
Test Attitudes of Students.

ALLAN T. STANFORTH, Assistant Professor of Education.

Individual Differences.
Better Schools.

GEORGE W. STARR, Director of Bureau of Business Research.

Research in Business.
Our Transportation Situation.
Business Forecasting.
American Prosperity.
Education for Business.

SELATIE EDGAR STOUT, Head of the Department of Latin, Dean of the College of Arts and Sciences, and Professor of Latin.

Cicero, A Lover of His Country.
Stoic and Epicurean.
Campaigning with Caesar.
The Government of Rome.
Mark Antony in Shakespeare and in History.

FRANK HATCH STREIGHTOFF, Professor of Business Administration.

Education as an Investment.
Why He Was a Prodigal.
Sociological Aspects of Education (a series of lectures).
The Migration to the Cities.
The Central Problem of Population.
Science and Christian Thinking.
Bolivar, the "Washington" of South America.

JESSE ELMER SWITZER, Associate Professor of Geology.

Some Geographic Factors in the Danger Lines of the European Boundaries.
Muscle Shoals and Boulder Dam—Their Pro's and Con's.
Will our Great Lake Ports become Great Sea Ports?—the Problem of a Deep Sea Outlet to the Atlantic.

STITH THOMPSON, Associate Professor of English.

American Folklore.
American Indian Song and Story.
The Poetry of Primitive Peoples.
The Function of Poetry in Life.
The Principles of Literary Success.
The Scientific Study of Folk-Tales.
Social Ethics in Recent English Drama (one to six lectures).
Cinderella and Her Sisters.
Chaucer and the Joy of Living.
The Drama of Social Criticism.

FRANK WILLIAM TILDEN, Head of the Department of Greek, and Professor of Greek.

Homer.

Socrates.

The Fun of Ruskin.

English Cathedral Tour (illustrated).

Our Debt to Greece.

Greek Drama.

Ruskin's Titles.

The Multifarious Ruskin.

GERALD D. TIMMONS, Assistant Professor of Operative Dentistry.

Treatment for Root Canals.

Rational Materia Medica and Therapeutics.

ROY ARTHUR TOWER, Instructor in English.

Contemporaries—Here and Abroad.

Demos Emergent.

A Hundred Years Ago.

Realism in America.

Blue Horizons.

WALTER EMANUEL TREANOR, Professor of Law.

Constitutional Government.

The Lawyer as a Public Servant.

School Law.

STEPHEN SARGENT VISHNER, Associate Professor of Geography.

About the Colorado Mountains and Estes Park (illustrated with lantern slides).

Impressions of the South Seas, Australia, and the Far East (illustrated).

BERT JOHN VOS, Head of the Department of German, and Professor of German.

Goethe's *Faust*.

Goethe as a Lyric Poet.

PAUL WEATHERWAX, Associate Professor of Botany.

Botanical and Agricultural Subjects.

MABEL THACHER WELLMAN, Head of the Department of Home Economics, and Professor of Home Economics.

Is it Really Home Economics that we are Teaching in our Schools?

Why A Home?

Should Your Child Obey?

The Woman's Historical Place in the Home.

The Meaning of the Divorce Rate.

AGNES ERMINA WELLS, Professor, Lecturer in Mathematics, Dean of Women.

Parasites.

Freedom.

Our Solar System (illustrated with slides).

The Pleiades.

HERBERT PHILIP WERKMAN, Assistant Professor of Dental Anatomy, Histology, and Embryology.

Dental Anatomy.

Dental Histology and Embryology.

REUEL CLYDE WHITE, Associate Professor of Sociology (Indianapolis).

Trends of Public Welfare Work in Indiana.

The Significance of Case Work Technique in the Treatment of Social Problems.

Eugenics and Birth Control in Relation to Social Work.

EDITH CADWALLADER WILLIAMS, Assistant Professor of Home Economics.

The Budget: A Plan for Saving.

The Livable Living-Room.

Economical Buying.

HUGH EVANDER WILLIS, Professor of Law.

The Evolution of Law.

The United States Constitution.

The Problem of the Reform of the Administration of Justice.

Abraham Lincoln, the Christian.

JOHN LACY WILSON, Assistant Professor of Operative Dentistry.

Gold Foil as a Filling Material.

HERMAN H. YOUNG, Professor of Clinical Psychology.

Heredity vs. Environment in Child Welfare.

Heredity vs. Environment in Child Training.

Scientific Classification of School Children.

Intelligence Tests: Their Application and Use.

Commencement Addresses

CORRESPONDENCE concerning terms and dates for commencement addresses should be conducted with faculty members themselves. However, the Extension Division will be glad to answer any inquiry concerning the speakers listed.

*F. LEE BENNS, Associate Professor of History.

New Spectacles for Old.

LILLIAN GAY BERRY, Professor of Latin.

The High School Graduate in his Community.

The Dignity and Worth of Labor.

Education and Good Citizenship.

WILLIAM WESLEY BLACK, Professor Emeritus of Elementary and Rural Education.

Education for Democracy.

Art in Everyday Living.

The Higher Selfishness.

HENRY HOLLAND CARTER, Head of the Department of English, and Professor of English.

Things New and Old.

The Provincial of the World.

ROBERT EMMET CAVANAUGH, Director of the Extension Division.

The Heritage of a Nation.

Your Own Worst Enemy.

The World's Greatest Discoveries.

S. LEE CRAWLEY, Assistant Professor of Psychology.

Healthy Adjustments in Life.

Good and Bad Habits.

HAROLD THAYER DAVIS, Assistant Professor of Mathematics.

The Young Men Shall See Visions.

LOUIS SHERMAN DAVIS, Professor of Chemistry, and Director of Nutritional Research.

The Social Value of High School Training.

Thrift.

Training for Efficiency.

Faith and Work.

LOGAN ESAREY, Professor of History.

The Ear-Marks of an Education.

*On leave of absence until September, 1929.

EDGAR GEORGE FRAZIER, Associate Professor of Public Speaking.

Manner and Matter.

Aspects of Education.

Education and Culture.

OTTO TEMPLAR HAMILTON, Assistant Professor of Education in Extension Division.

Where Do We Go From Here?

Peaks in the Distance.

CORA BARBARA HENNEL, Associate Professor of Mathematics.

"Fortune's Cap."

The Wilderness Transformed.

Two Queries.

ALBERT LUDWIG KOHLMEIER, Head of the Department of History, and Professor of History.

The Birth of an Idea.

Method and Motive.

The Language of the Soul.

ERNEST MARSHALL LINTON, Associate Professor of Political Science.

The Riddle of the Sphinx.

The Call of the Twentieth Century.

THOMAS STUART LUCK, Assistant Professor of Economics and Sociology.

The University of Hard Knocks.

The Path of Least Resistance.

JOHN ROBERT MOORE, Associate Professor of English.

The Practical Value of the Ideal.

WILLIAM THOMAS MORGAN, Professor of European History.

Educational Dividends.

The Happy Man.

BURTON DORR MYERS, Dean (at Bloomington) of Indiana University School of Medicine, and Professor of Anatomy.

The Price of Making Good.

LEE R. NORVELLE, Debate Coach, and Assistant Professor of English.

"A Straggling Heap of Unhewn Stones" (based upon the story of Michael, by Wordsworth).

To Thine Own Self Be True (based upon the play, *Rain*).

Anticipation vs. Reminiscence.

WILLARD W. PATTY, Professor of Education.

The Selection of a Vocation—What Does It Mean to You?

Living a Life.

THURMAN BROOKS RICE, Associate Professor of Bacteriology and Public Health.

What Is an Education?

The Worth of a Man.

PAUL L. SAYRE, Professor of Law.

Joan of Arc, Her Life and Significance in History.

John Quincy Adams, Unpopular Patriot.

The Individual.

GEORGE EZRA SCHLAFFER, Assistant Professor of Physical Education.

The City Perfect.

GROVER T. SOMERS, Associate Professor of Education.

Education and Life.

The Other Law.

Books and Things.

The Man of Tomorrow.

Poets and People!

After School!

ALLAN T. STANFORTH, Assistant Professor of Education.

The Meaning of an Education.

SELATIE EDGAR STOUT, Dean of the College of Arts and Sciences, Head of the Department of Latin, and Professor of Latin.

The Great Philosophies of Life.

By-Products in Education.

Going to College.

FRANK HATCH STREIGHTOFF, Professor of Business Administration.

Education as an Investment.

Why He Was a Prodigal.

STITH THOMPSON, Associate Professor of English.

A World of Opportunity.

Labor and Leisure.

ROY ARTHUR TOWER, Instructor in English.

The Keeper of the Great Seal.

WALTER EMANUEL TREANOR, Professor of Law.

"What Think Ye of America?"

STEPHEN SARGENT VISHER, Associate Professor of Geography.

Opportunities in Indiana.

PAUL WEATHERWAX, Associate Professor of Botany.

What Does It All Mean?

MABEL THACHER WELLMAN, Head of the Department of Home Economics, and Professor of Home Economics.

Why a Home?

AGNES ERMINA WELLS, Professor, Dean of Women, Lecturer in Mathematics.

Parasites.

Freedom.

After Graduation, What?

REUEL CLYDE WHITE, Associate Professor of Sociology (Indianapolis).

Social Work and American Democracy.

HUGH EVANDER WILLIS, Professor of Law.

The Emancipation of the Mind.

The Road to World Peace.

Making Higher Education Higher.

Man a Little Lower than the Angels.

Lectures for Teachers' Institutes

THE Extension Division does not complete arrangements for institute lectures; terms and dates should be arranged with faculty members themselves. However, the Division will be glad to suggest speakers on various topics, or to answer inquiries concerning the lecturers announced in this list.

*FRANK GREENE BATES, Professor of Political Science.

Taxation and the Tax Dollar in Indiana (one to five lectures).

City Planning and Zoning (one to five lectures).

*F. LEE BENNS, Associate Professor of History.

Europe since the World War (ten lectures).

The European Background of American History (ten lectures).

LILLIAN GAY BERRY, Professor of Latin.

Changing Educational Ideals (one to three lectures).

Education for Good Citizenship (one to five lectures).

Measuring Results in Education.

Keeping up with the Pedagogical Procession.

The Teaching of Languages in the High School.

The Bible in the Public Schools—Suggested Studies.

(Miss Berry will spend one hour each day in conference with Latin teachers in consideration of problems connected with the teaching of Latin.)

WILLIAM WESLEY BLACK, Professor Emeritus of Education.

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The Function of School Education.

The Elementary School Curriculum.

The Place of Thinking in the Child's Schooling.

The Place of Play in Education.

Methods in the Elementary School.

Education in Rural Communities.

Opportunities in Rural Community Life.

Needed Changes in Rural School Organization (a discussion of the County Unit plan).

Psychology and Pedagogy of Reading (one or more lectures).

Psychology and Pedagogy of Grammar (one or more lectures).

The Teaching of Handwriting.

Literature in the Public Schools (one to six lectures).

*On leave of absence until September, 1929.

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How Children Learn.

Technique and Economy of Learning.

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Tragedy as a Literary Type.

Comedy as a Literary Type.

The Relation of Literature to the State.

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A Comparison between the Old English and Modern English Language.

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Composition and the Rest of the Curriculum.

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